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AND OTHER EMINENT COMPOSERS; AND ORIGINAL TUNES, CHANTS, AND ANTHEMS:

THE WHOLE HARMONIZED IN FOUR PARTS, WITH AN ACCOMPANIMENT FOR THE ORGAN.

TO WHICH IS PREFIXED A

### NEW METHOD OF INSTRUCTION

IN THE

RUDIMENTS OF MUSIC, AND THE ART OF READING WITH INTONATION.

BY E. IVES, JRINWALPERS, AND H. C. TIMM,

NEW AND IMPROVED EDITION.

New-Dork:

PAINE & BURGESS,

260

8-1-1-08

#### ON SOL-FAING.

and which was abandoned in Europe, along with the system of Hexachords destroy their associations, the better; for, till they do, they can never get along connected with it, will soon, it is hoped and believed, be given up by all the tolerably when the key changes. Classes are made able, in a short time, by teachers, even of Church music, in our own country, where alone, the last vestige of the plan remains. But, as there will of course, be doubting minds from the ladders, commencing page 25-in the major and minor modes-and -especially if persons reason from their own habits-a word of suggestion continuing on from page 38 to 54, inclusive, they can perform all the lessons may be of use.

The ground which is here taken, is, that the pupil will sing the "Diatonic could not ordinarily, be accomplished by transposing do re mi. Key" as readily from sol to sol, or from re to re, or from la to la, or from mi to mi, making the proper order of tones and semi-tones, as he will from do to upon. If it be true, then why put the pupil to the trouble to read the names do, do;-that no association need be formed between do and the tonic of the major re, mi, &c. in so many different positions on the staff? If he is familiar with mode—or sol and the dominant—or between mi, fa, or si, do, and the sounds the relations of all the degrees of the key to each other, and to the key-note, that form the semitones; that these associations cannot be formed without great practice, and that when they are formed, they become, themselves, the ever modulation may be made? most formidable obstacles to the attainment of the art of singing at sight.

blackboard as follows; then sing the scale from do to do, up and down; then cannot be carried out. Trusting that no intelligent musician will gainsay this, commence with the 5th from do, and sing from sol to sol in the same way, it shall suffice. It is generally admitted that it is only applicable to small and then from re to re, la to la, mi to mi, si to si, fa to fa; which, as every music. Now, the hole cut in the wall for the large cat, will answer equally dominant has been taken as the tonic for the next, will be sharp fa. Then call well for the small cat. It surely is not wise to waste travel upon a bridge the same sound sol which will be flat sol, (G) and proceed as before from sol to sol. that will not carry you across the stream. re to re, la to la, mi to mi, si to si, fa to fa, returning to do, the starting point. TABLE.



Those who have used the the names by mutation till the habit is formed, The plan of Sol-faing by mutation, which originated in the 10th century, will at first be troubled; so will they be in modulation; and the sooner they the method in this book, to go through with all the scales as above-singing without an instrument, or any prompting. It hardly need be said, that this

> The author is ready to verify the statement above at any time, if called whatever the name of the key-note may be, is he not always at home, what-

But the last argument to be used (and which might have been the first) If any teacher doubts this, let him make the experiment by writing on the against the use of do, re, mi, by mutation, is, that the plan is impracticable; it

> The advantage of the use of the names stationary, is, that one will soon be able to know the abstract pitch of each. Some attain this to perfection, which, is a most valuable achievement. The utter abandonment of the plan of changing the names with the changes of the key, is certain to take place; let teachers take care that they are not left in the lurch.

November 1st, 1845.

E. IVES, JR. 417 Houston St. New-York.

Entered according to Act of Congress, in the year 1845, by

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### PREFACE.

The "Method of Instruction" contained in this book, is a practical explanation of the Rudiments of Music. Let the pupil or class commence at once with the Exercises; and let the Signs and Names, as well as the rules of performance, be taught along with the practice. The pupil should not be perplexed with learning signs and names, before he has learned the things signified and named; and this knowledge is attained through the sense alone. The best way in which the principles of any art are taught, is to pursue the same course as that by which they were discovered. Thus, in language, we first learn to speak; then to read, and write; and last of all the principles of Oratory and Rhetoric. So in Music, the art was practised long before the principles of the Science were discovered.

Let the pupil first perceive the object; then learn its name and sign; and last of all, let him deduce from the practice, the principles of the art. And let it ever be borne in mind, that all attempts to teach the pupil anything of the principles of music, beyond what he is able to perceive by the sense, will prove as futile, as would the attempt to teach a blind man perspective or color.

The lessons may be divided into three courses; which may be pursued nearly simultaneously. The first course teaches Time, the degrees of Pitch in the Natural Scale, Clefs, etc., extending to the 21st page. The second course teaches the Key, in all its positions and formations; and extends to page 37. The third course teaches Modulation—comprising Exercises in Scales and Arpeggios; which, when a class is somewhat advanced, should be practised every lesson, even though lessons be continued to the same class for years. The Arpeggios or Exercises upon Chords, as they proceed from page 45 to page 48, modulate to the Dominant. They should be sung as often by the inverse progression—that is, from page 48 back to page 45—which will cause the modulation to be made to the Subdominant. In a similar way let those in the Minor Mode be sung.

The twenty-six "Chorals" commencing at page 25, although belonging to the "Exercises," (in which place, we hope others will find them as useful as we do in

bur own teaching,) yet are—some of them at least—among the best compositions in the book; and are intended for Church Service.

We would respectfully offer one or two suggestions to the teacher. First,bt to confine the exercise of a class throughout a lesson—even the first—to rudinental practice: but to relieve each lesson with the practice of tunes, although tley may be sung by rote. For, after all, it is from singing by rote—that is, by fdlowing or leaning on others—that we learn to sing, and to read. Second,—it will be seen that we have given no rules with regard to the accenting of measures. This w deem as unnecessary as it would be to give rules for accenting the feet in Petry. We have left it to the discretion of the teacher; and if his own style agrees with that of the best artists, he will find great labor requisite, to correct the proneness of the pupil to give too much accent to what are called the accented notes of the neasure. For, until this natural proneness to accent, be, as it were, rooted out of the mind, no just perception of the beauties of style can be had. Stress, in the perfermance of a melody, should be regulated according to the construction of the musical figures, or phrases, and not monotonously according to the time-marks of the neasure. Comparing a figure in melody, to form in architecture—a table leg, vase, or the like-the ascending notes are the increasing, and the descending notes, the decreasing portions of the figure. And the art consists in the graceful or effective manner in which it is varied and relieved—as in the arts of Sculpture or Painting-by which means, the various expressions-the sublime, the sprightly, the pathetic, &c,-may be given. It is true, that the rule here given, has many exceptions; and the very opposite is sometimes employed by composers, with good effect; yet, the monotonous accent of the measures, is never in good taste.

In making up the Collection of Music which follows the Rudiments, our materials have been chosen mainly from the Themes of the most eminent composers, found in their Instrumental works. To these themes there is not the objection—(which is very properly made to those selected from operas and other secular vocal composi-

tions)—that they are associated with triffing subjects—the stage, or seenes of musement; for they are to the community almost entirely unknown. And even they were recognised, the associations could never be disagreeable; for, who he ever heard one of Beethoven's Symphonies, without being impressed with a feeing of solemnity, and adoration of Him from whom emanated the mind of Beethovn, and whose works are the prototypes of art.

It is proper to remark, however, that in many instances where the melodyentire by the proprietors of this book

In harmonizing the Vocal Score, especial reference has been had to the register of voices in the several parts; a subject, in relation to which, we think, there has bee great error, much to the injury of vocal organs. The Soprani have been mac to sing Contralto-the Contralti to sing Tenore-the Tenori to sing Baritone, and the Bassi to sing so low that they could produce no clearness of tone. Consequently te beautiful Soprano quality of the female voice, and the rich reedy quality of te Italian Tenor, has given place to that execrable bellowing from the throat, whichin the female voice, is called by some the falsetto. It is the quality of voice employed by sweeps, and other bawlers in the street, where alone it is appropriate. Fr

a soprano singer to use it at all, is to ruin the scale of the voice. The same may be said of the Tenor. We have intentionally set the parts high; not, however, higher tlan they have ever been set by the standard composers.

The Instrumental Score is written expressly for the Organ, and not for the Piano lorte. It may, however, be easily adapted to the latter instrument, by repeating or triking again, such notes as are written for the organ to be held down. The accompanyist on the Piano Forte, will readily perceive what is required for the prois ascribed to the author, the motivo or leading idea, is all that was taken of the per effect; for, it is not best even on the Piano to strike all the notes as they are original composition. We state this as a caution to those who may suppose that they in the voice parts, but to sustain them according to the capacity of the instrument. have a right to use, for publication, all tunes of foreign authorship. The exclusive It will be seen in the Organ Score, that a small note frequently occurs in the part right to all alterations in the melodies as well as to all the harmonies will be elimed for the left hand. This may be played instead of the large note below it, when there are no pedals to the organ, and when the hand cannot reach the large notes.

> Although there is an organ part throughout, yet the book is not the less adapted to the use of such choirs as have no organ. The organ part is but the compression of the voice parts to two staves; and, while it will be of great advantage in a church where there is an organ, or in the parlor where there is a Piano Forte, it can be no disadvantage where there is no accompaniment.

> With these remarks the book is submitted to the public; and if it prove a means of elevating the standard of musical taste, it will fulfil the desire which prompted its undertaking.

#### METHOD OF INSTRUCTION

IN THE

### UDIMENTS

IN EVERY ART, THE THINGS WHICH WE ARE TO DO BY HAVING LEARNED, WE LEARN BY DOING. THUS, BY BUILDING MEN BECOME BUILDERS, AND BY PRACTISING MUSIC THEY BECOME MUSICIANS.—Arist. Ethic. v. ii. c. 1.

THE END OF THEORY IS THE BEGINNING OF PRACTICE; AND SO RECIPROCALLY, THE END OF PRACTICE, THE BEGINNING OF THEORY.—Ib.

medium of the ear.

The material part of Music, therefore, is Sound; and the formal part is the modification of Sound. The former depends upon physical causes—the latter, upon the mind.

To obtain a knowledge of the principles of Sound, in general, any work upon natural philosophy may be consulted.

The modifications of sound in the Art of Music are resolved, mainly, into two divisions; viz: First—the modification of sound with regard to the degree of frequency of the vibrations or pulsations of the air, which produces what is called PITCH:—and, Second—the modification of sound with regard to duration and succession, which is called TIME. The former makes Melody; and the latter Rhythm; both of which, even in the simplest music—or that of a single part—are generally combined.\*

Music, in its greatest perfection, consists of several parts together; which combination is called HARMONY. The analysis of music, therefore, reduces it to three distinct properties-Melody, Rhythm, and Harmony.

As these instructions are designed, not to teach the composition of music, but simply how to read or perform that which is composed and written; it becomes necessary to consider only the two modifications of sound—Pitch and Time—with reference to their use in the production of Melody and Rhythm.

The best representation of the modifications of Pitch belonging to the musical system, as now established, is found in the instrument called the Piano Forte. The picture of the Key-board of that instrument is given at Table No. 1.

We must rely upon the teacher to give the necessary explanation of this subject, which, even if there were room here to write it, would require audible exemplification to make it clearly understood. And, when it is practicable, the explanation is rendered still more plain by opening and exhibiting the mechanism of the instrument. The following remarks will be sufficient to suggest the mode of explaining; which should be varied according to circumstances.

The Table represents a Piano Forte, which makes seventy-three sounds, or de-

\* Other modifications of sound,-such as loudness and softness, clearness, fullness, plaintiveness, boldness, etc., etc., may be admitted; yet, as they are not included in musical notation, but in the verbal directions for expression in the performance; they are not properly included in a scientific analysis. 11

Music is the Art of conveying to the mind, the idea of the Beautiful through the I grees of pitch. The distance between every two adjacent degrees, is called, half a tone—semitone. Proceeding from the left to the right is called going up—and viceversa, going down.

> The Key-board is contrived with a double row of keys—one of white keys, and the other of black keys. The white keys make a scale,\* corresponding with the scale most natural to the human voice; and is called the Diatonic Scale, because it proceeds mostly by intervals of Tones. The black keys make the sounds that were left out of the diatonic scale.

#### NAMES OF THE DEGREES OF PITCH.

A System of Pitch, called "Concert Pitch," being established, by which all instruments are tuned—the several sounds constituting the system are named.

The plan of naming the sounds of the musical system is based upon the following suggestions: First, that the white-key sounds are the legitimate degrees of the musical scale; and, Second, that the eighth sound from any given one of the whitekey sounds, is a duplicate of that one; and the fifteenth, a duplicate of the eighth, and a re-duplicate of the first, and so on; and, consequently, that there are but seven primitive degrees, according to the white-key sounds of the Piano Forte. Hence, only seven names are employed for designating all the sounds produced by the white keys; these being repeated over and over.

The Germans and the English employ the first seven letters of the alphabet. See Table No. 1.

The Italians and the French employ other names. See the same Table.

What the intervals or steps are of this scale—called the Natural or Diatonic scale—that produced by the white kevs of the Piano Forte—will be readily perceived, when it is considered that from any key of the Piano, to the next adjacent key-including both the white and the black keys-the interval is a semitone. Therefore, when there is a black key between two adjacent white keys, the interval between the two white keys is a Tone; and when there is no black key between two adjacent white keys, the interval between the two white keys is a Semitone.

\* From the Latin, scala-signifying ladder, or stairs.

[Let the pupil now describe the intervals between any two adjacent sounds of the Piano Forte, using either the English or the Italian names, as the teacher may prefer.]

#### NAMES OF THE BLACK-KEY SOUNDS.

As the sound produced by any black key is half a tone higher than the white key next to the left, and half a tone lower than the white key next to the right; it is named according to this relation. The technical term in music denoting elevation is "sharp," and that denoting depression is "flat;" hence, the sound of the black key which is between F and G, (Fa and Sol,) is called F sharp or G flat, (Fa sharp, or Sol flat,) which implies, the sound next above F and next below G. In like manner all the black-key sounds are named. See Table No. 1.

#### NAMES AND DEFINITION OF THE SIGNS WHICH ARE USED TO DE-SIGNATE THE DEGREES OF PITCH.

SIGNS					NAMES.			DEFINITION.
4	-	-	-	-	Natural,	-	-	White-key sound.
#	-	-	-	-	Sharp, -	-	-	Half a tone higher than the Natural.
b	-	_	-	-	Flat,	-	-	Half a tone lower than the Natural.

In the various ramifications of the art of composition, sounds will sometimes be employed which are a *tone* above and others a *tone* below natural. Then the following signs are used:

X - - - Double-sharp, - A tone higher than Natural.
Bouble-flat, - - A tone lower than Natural.
See Table No. 1.

Table No. 1.

	FIRST OCTAVE. SECOND OCTAVE.	THIRD OCTAVE.	FOURTH OCTAVE.	FIFTH OCTAVE.	SIXTH OCTAVE.
Oceman Names	## ## ## ## ## ## ## ## ## ## ## ## ##	dis or es	dis or es	C	dis or es D. cie or des. C. C. III. a.s. A. A. Eis or as. G. G. G. F. C.
Italian Names.	. min or sorr	. renn or far	. renn or far		.min or sorr
English Names.	E# or G b b F# or G b  E# or G b b F# or G b  E# or G b b F# or G b  E# or B b b A# or B b  E# or B b b A# or B b  E# or B b b A# or B b  E# or B b b C# or D b  CX or B b b C# or D b  E# or B b b A# or B b  AX or C b A# or B b  E# or B b B C# or B b  AX or C b B# or B b A# or B b  AX or C b B b C# or B b A# or B b  E# or B b B B# or B B A# or B B# or B B	X or F b		DX or Fb	D# or Eb  C# or Db  A# or Bb  G# or Ab  F# or Gb
Sounds.	0 0 0 0 0 0 0 0 0 0 0 0 0				
Key-Board.					
	FIRST OCTAVE.  FIRST OCTAVE.  FIRST OCTAVE.  SECOND OCTAVE.			F G A B C D E F Sol la si do re mi fo	

#### REMARKS CONCERNING THE ITALIAN NAMES, AND THEIR MODIFI-CATIONS FOR EXPRESSING THE SHARPS AND FLATS.

The Italian names are the best to be used in singing; and are recommended even in playing. The addition of the letter "n" and "r," as a name for the sharp and flat sound—making "fan," synonymous with "fa sharp," and "lar," synonymous with "la flat"—is but the application of the long established German system to the Italian names. (See the German names, Table No. 1.) This modification of the Italian names is found from experience to be productive of the best results. They are, however, employed mainly for the eye; and it is not important that they should be distinctly pronounced in singing—at least after the sounds are well understood. The addition of "nn" and "rr," to designate the double sharps—thus, "fann" as synonymous with "fa double-sharp," and "sirr" as synonymous with "si double-flat" is, of course, designed entirely for the eye, as it cannot be distinguished from the "n" or the "r" in "fan" and "sir," in pronunciation.

Let the names of the sharps and flats have the Italian pronunciation—thus: fan, pronounced (fahn); son, (sown); lan, (lahn); sin, (seen); don, (doan); ren, (rain); min, (mean); dor, (dore); sir, (seer); lar, (larr); sor, (soar); far, (farr); mir, (mere); rer, (rayr.)

[The practice of changing the vowel for the name of a sharp or a flat as in some of our American books—thus, for Do# substituting Di—(pronounced Dee,) and for Fa# Fi—(Fee,) is very pernicious. The change of the vowel sound so deceives the ear, that the pupil often thinks when he has pronounced "fee," that he has raised the pitch, when in fact the pitch is still fa. If you were required to judge of the comparative size of two objects, by the eye, it certainly would be disadvantageous to make one white and the other black. Besides, the pronunciation of ee does not tend to raise the pitch; if it dld, there would be great difficulty in the application of words to music.]

### OF THE NOTATION OR MODE OF WRITING THE SOUNDS OF THE MUSICAL SYSTEM.

The sounds produced by the greater or less frequency of the pulsations of the air, being considered as different degrees of Pitch—or high and low,\*—the system of writing the sounds is contrived accordingly. First, degrees are formed upon the page, by drawing five parallel horizontal lines. The lines, and the spaces between, are both used as degrees for representing the pitch of sounds, and are called, collectively, a Staff.

### Table No. 2.

\* There is no analogy between the relations of space expressed by the terms high and low, and the relations of sound expressed by these terms; that is, there is no reality in the Pitch of Sound. The idea is fanciful, and the language is to be understood metaphorically. It is, however, conventional, and upon it is built our system of Notation. With equal propriety might the terms high and low be employed to denote the different shades of any color, if necessity required the adoption of such a fancy.

Table No. 3.
The Degrees of the Staff numbered.



#### OF CLEFS.

As the Staff contains only a small number of degrees, compared with the entire compass of the musical system, as represented by the Piano Forte, an auxiliary sign becomes necessary in order to make the several degrees of the staff designate the pitch of sounds. This auxiliary sign is called a CLEF—which term has the same signification as "Key," or "Interpreter." It is the key to the representation of the sounds of the musical system upon the staff.

There are three different Clefs employed, each of which denotes a certain sound of the musical system.

The first is the **F** or Fa Clef, made thus, **?**:—It denotes the third **F** or Fa from the left hand, as represented by the key-board. See Table No. 1. When placed upon any line of the staff, it makes that line the representation of the sound which it denotes; and the other degrees of the staff are made by it to represent the sounds of the white keys\* above and below, according to their successive order. It is usually placed on the fourth line. See Table No. 5.

#### Table No. 5.

ARRANGEMENT OF THE SOUNDS WITH THE F OR FA CLEF ON THE FOURTH LINE.



The second is the C or Do Clef—thus, . It denotes the third C or Do from the left hand, as represented in Table No. 1. It is used in this book for writing the Tenor, and is placed in the third space. See Table No. 6.

#### Table No. 6.

ARRANGEMENT OF THE SOUNDS WITH THE C OR DO CLEF IN THE THIRD SPACE.



\* How the black keys are represented will be shown hereafter; the degrees of the staff are made to correspond to the order of the white keys.

The third is the **G** or *Sol* Clef, originally made thus—gs—now thus, . It denotes the fourth *G* or *Sol* from the left hand of the key-board. See Table No. 1. It is usually placed on the second line. See Table No. 7.

[A Synoptical View of all the ways in which the Clefs have ever been used is given at Table

Table No. 7.

ARRANGEMENT OF THE SOUNDS WITH THE G OR SOL CLEY ON THE SECOND LINE.



No. 8.\*1 Table No. 8.--Representation of the Sounds of the Piano Forte by Clefs. FRENCH VIOLIN CLEF. VIOLIN CLEF. SOPRANO CLEF. MEZZO SOPRANO CLEF. ALTO OR COUNTER TENOR CLEF. TENOR CLEF BARITONE CLEF. BASSO CLEF. F | G | A | B | C | D | C | D | E | F | G | A | B | C | D | E | F | G | A | B | C | D | E | F | F | G | A | B E ] si do re mi fa sol la si do re mi fa do re mi sol la

<sup>\*</sup> The "French Violin Clef," "Mezzo Soprano Clef," and the "Baritoae Clef," have become nearly obsolete. The Italians still use the C Clef on the first line for writing the Soprano; the Germans use the same for writing the Soprano part of Choruses in the Partition or Full Score The Alto and Tenor Clefs are still extensively used.

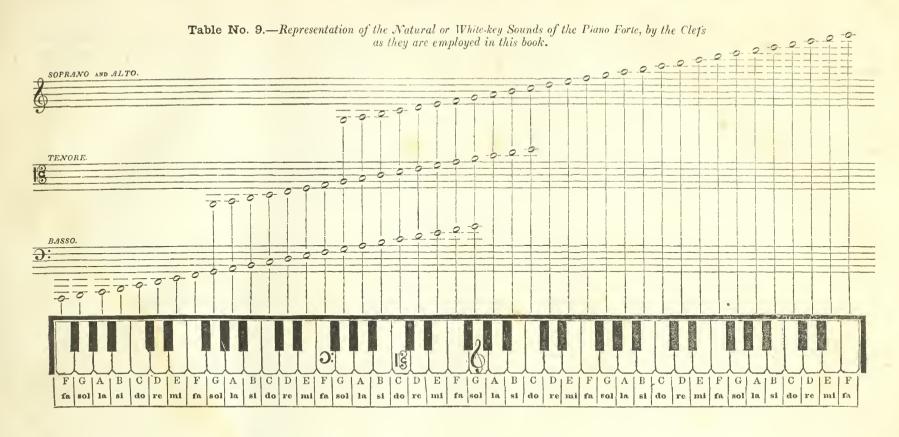
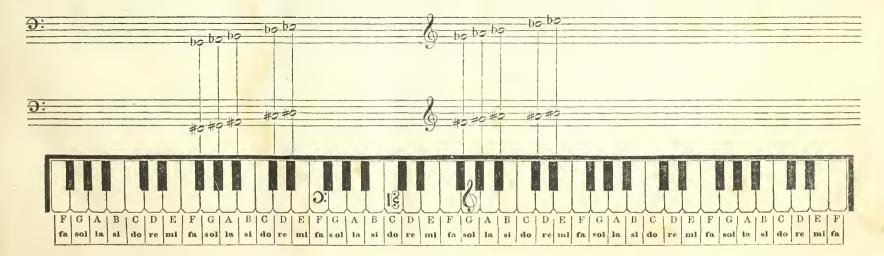


Table No. 10.—Representation of the Black-key Sounds.



#### OF TIME.

To perform music which has been composed with regard to rhythm or measure, it is necessary to "keep time." Time is that portion of infinite duration which is marked or measured. The measurement of time is made by periodical motion. When the heavenly bodies were first put in motion, then "time began"—that is, time began to be marked or measured.

To keep time for the purposes of music, it is only necessary to divide duration into equal periods—the periods being indefinite in their length. The pendulum put in motion—it being made sometimes longer and sometimes shorter—will explain this principle.

All further explanations, that are deemed necessary, will be found along with the Practical Exercises in the following pages.

#### NOTATION OF TIME.

Marks representing relative degrees of duration are employed, called Notes and Rests. These, together with Bars, dividing the music into Measures, are the signs used in writing Time. See Tables Nos. 10. 11, and 12

#### OF BEATING TIME.

Beating time is a duty alone devolving upon the Leader of a musical performance. Performers should, however, learn to beat, in order to be able to perform without beating. The use of the hand, made in the form of an index, thus, 0,7, and held in a vertical position, with a simple motion from the wrist, is the most graceful as well as the most precise method. In beating, two objects are to be borne in mindone of which is, the marking of the Time; and the other, the marking of the Measures.

#### Table No. 10.

#### NOTES.

	S BRATS.	4 BEATS.	2 BEATS.	1 BEAT.	2 Notes to a Beat,	4 Notes to a Beat.	8 NOTES TO A BEAT.
English Names. {	Breve.	Semibreve.	Minim.	Crotchet.	Quaver.	Semiquaver.	Demlsemiquaver.
,		0				F	, E
German Names.	Double Long.	Long Note.	Half Note.	Quarter Note.	Eighth Note.	Sixteenth Note.	Thirty-secondth Note

#### Table No. 11.

#### RESTS.

	8 Вватя	4 BEATS.	2 Brats.	1 BEAT.	4 TO A BEAT.	4 TO A BEAT	9 TO A BEAT.
English Names.	Breve Rest.	Semibreve Rest.	Minim Rest.	Crotchet Rest:	Quaver Rest:	Semiquaver Rest.	Demisemiquaver Rest.
German Names.	Double Rest.	Whole Rest.	Half Rest.	Quarter Rest.	Eighth Rest.	Sixteenth Rest.	Thirty-secondth Rest.

#### Table No. 12.



#### Signs for Expression.

Piano, Pia., or P., . . . . Soft.

Pianissimo, or PP., . . . . Very soft.

Forte, For., or F., . . . . Loud.

Fortissimo, or FF., . . . . . Wery loud.

Mezzo, Mez., or M., . . . . Middling.

Mezzo Forte, or Mf., . . . . Middling loud.

Mezzo Piano, or Mp., . . . . Middling soft.

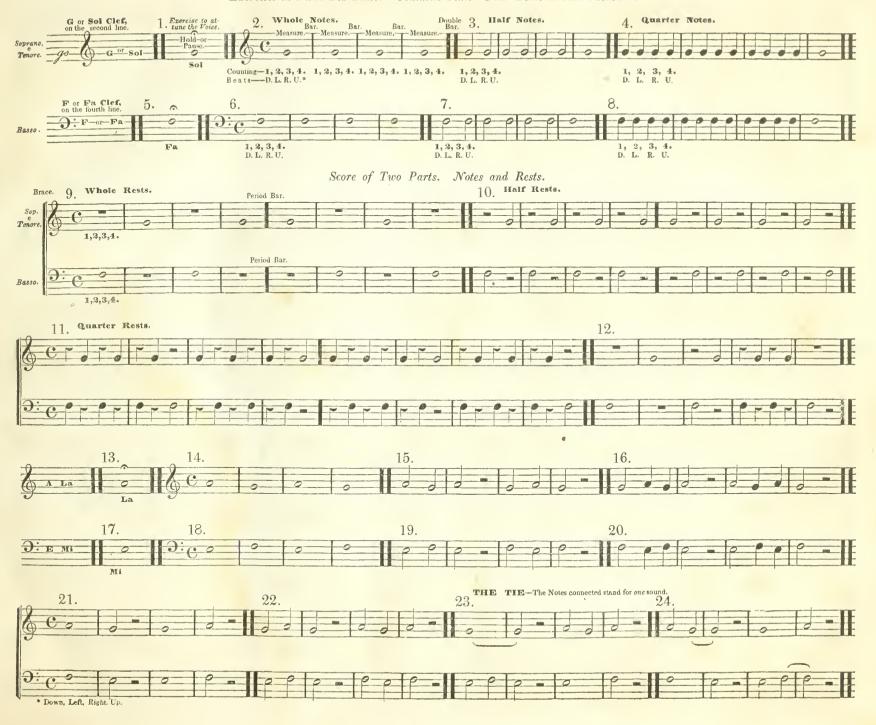
Forzando, Fz., or <, . . . . Sudden increase of loudness to a single note.

Rinforzando, Sfz., Sf., or >, . . . Sudden diminution of loudness.

Stringendo, or String., - - - Compressing—acceleration of time.

Sostenuto, - - - Sustained.

Exercises in Pitch and Time. Common Time-Four Beats in each Measure.



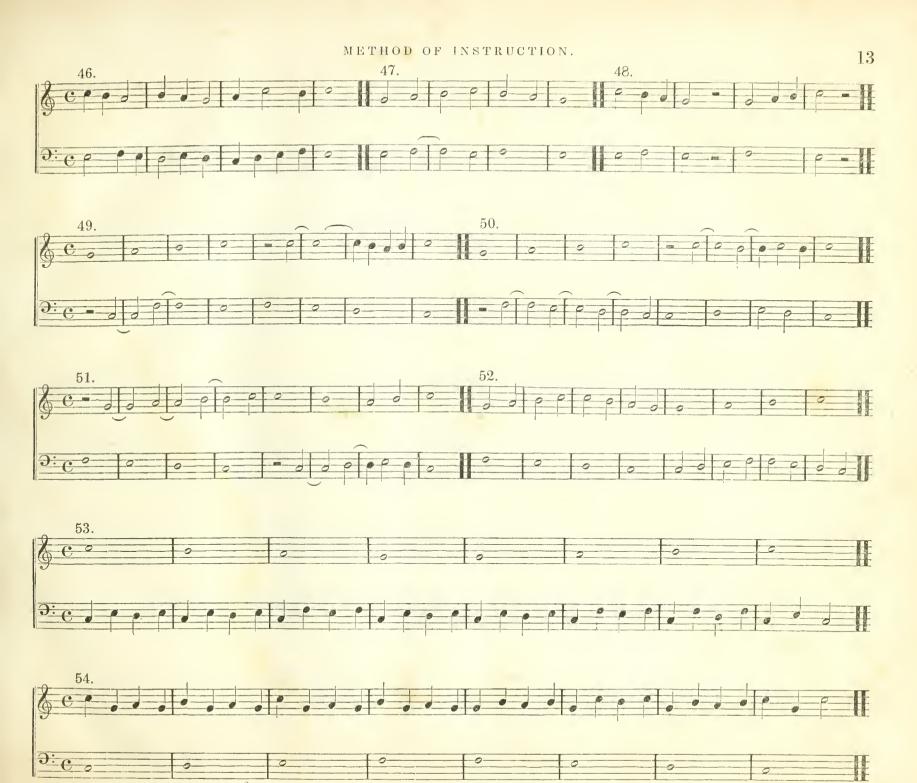
Do

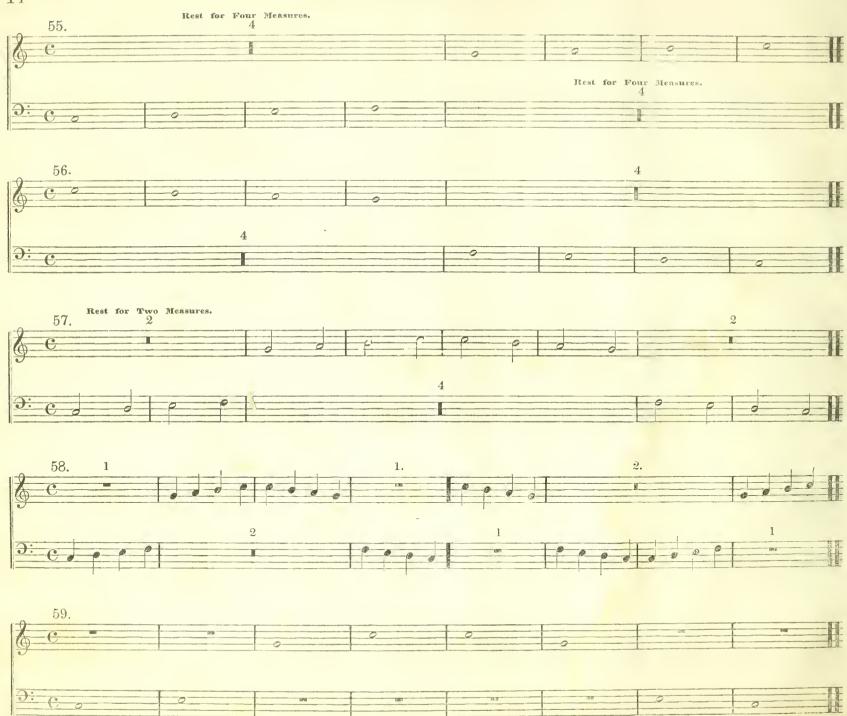
TETRACHORD.\*

Do Re Mi Fa Fa Mi Re Do

La Sol Sol La

<sup>\*</sup> Let the Teacher here illustrate the difference in the intervals between the degrees of the Scale, and the meaning of the words Tone and Semitone. This subject is to be addressed, not to the sense, but to the reason, it being a fact in philosophy, not discovered by the ear, but made evident to the mind from mathematical reasoning. Let it therefore be explained to the understanding by the Monochord, (a string of the guitar or violin will answer,) what are the relative variations of pitch which form a Tetrachord.



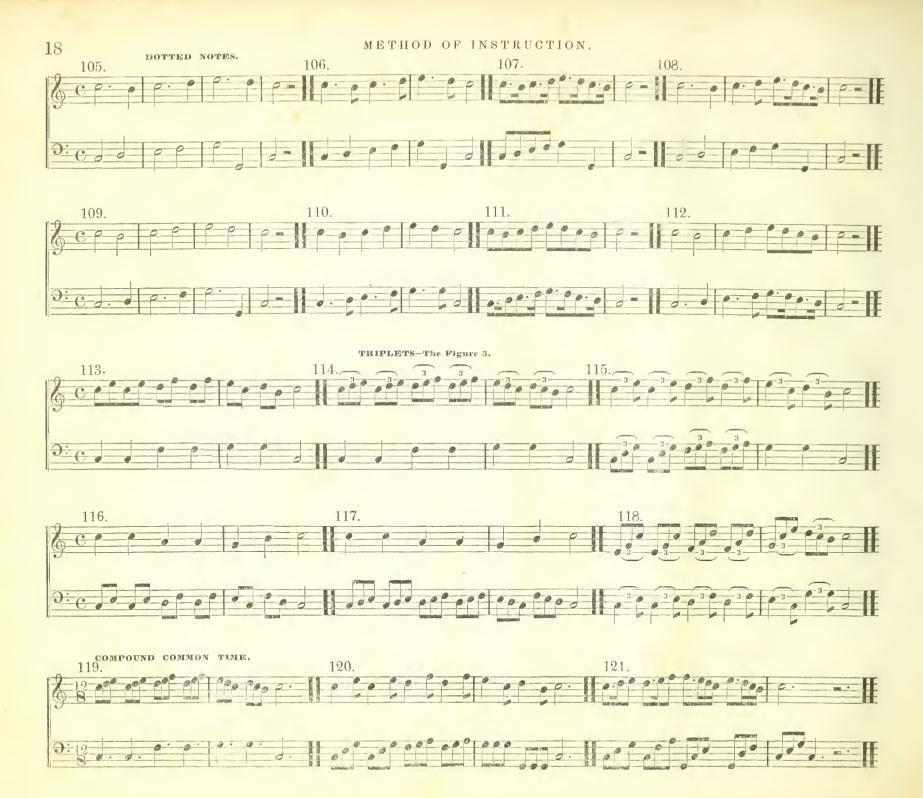


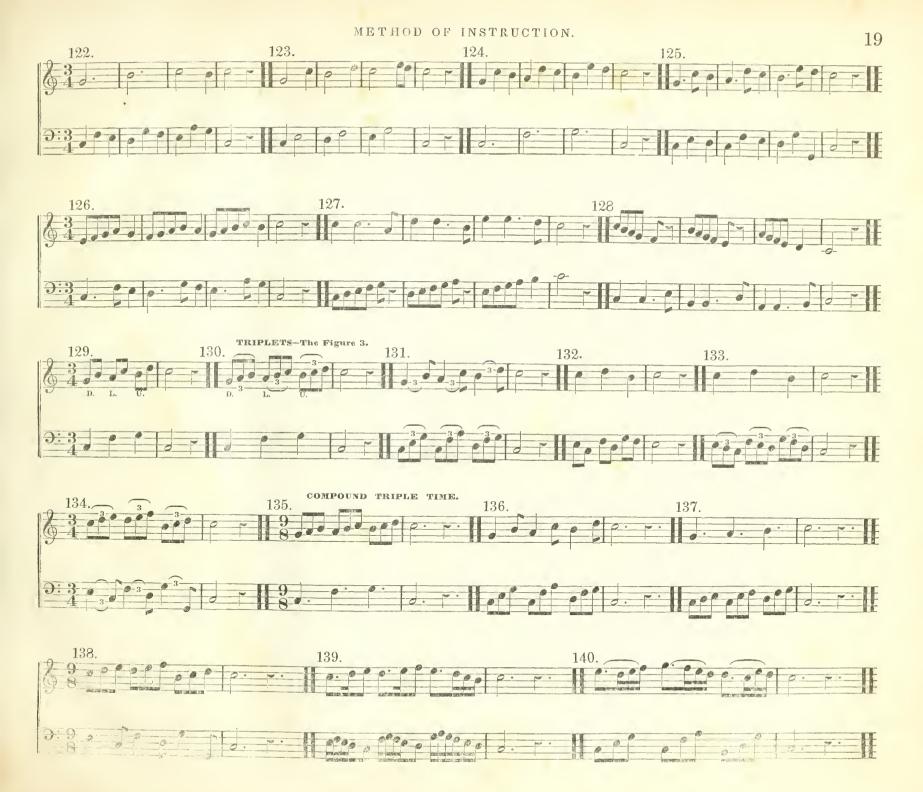


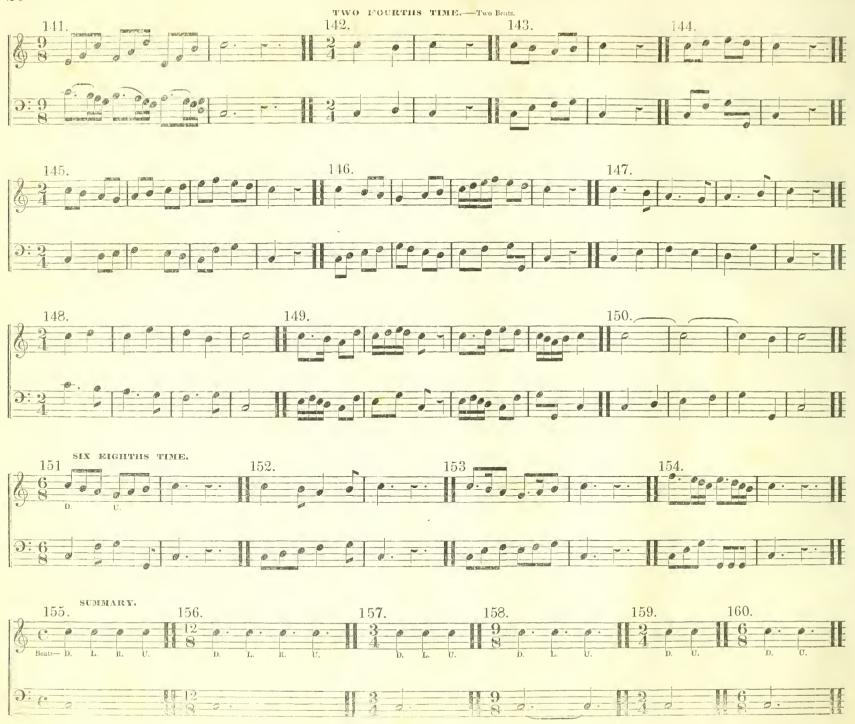
Let the Teacher now explain the nature of the Octave or 8th degree, from any given sound. He will find these Exercises convenient for teaching the names of all the lines and spaces. Those within the compass of the voice, only are to be sung.

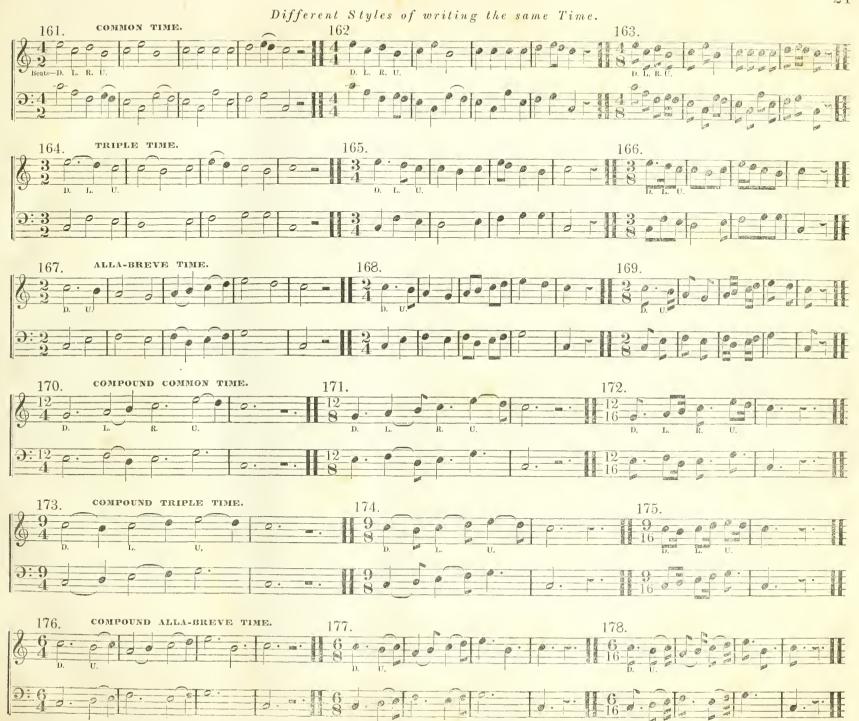






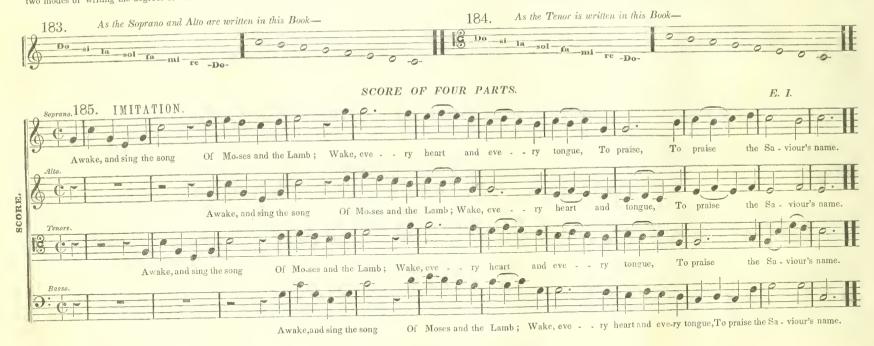








The use of the C, or Do Clef, as in either of the four preceding Examples, has become nearly obsolete. In its stead, the G, or Sol Clef has been employed, as well for the Tenor as for the Soprano. Its use for Tenor, however, is objectionable; because it represents the notes an Octave too high. The object in using the G Clef for Tenor, was, to save to the singer the trouble of learning two modes of writing the degrees of the same name. This object is gained, by using the C, or Do Clef, placed in the 3d space; while, at the same time, it gives a true representation of the sounds.





188. Enharmonic Scale.—N. B. The two notes beneath each curve line, are played by the same key of the Piano-Forte.



ACCIDENTALS.

Any Sharp, Flat, or Natural, which is placed before a note in the course of a piece, is called an Accidental. It stands for all the notes of the same name as the one it precedes, till the end of the measure in which it stands; and, if the last note of a measure be marked by an Accidental, and the next measure begin with the same note, then the Accidental stands for this note also.—See 189—Alto second measure; also, Soprano eighth measure.



#### OF THE SIGNATURE.

On comparing the scale of the voice, or *Diatonic Scale*, with the scale of the Piano Forte, or *Chromatic Scale*, it will be seen that every Octave or compass of Eight degrees of the former, includes Thirteen degrees of the latter; consequently, that, for every Octave of the Diatonic Scale, the Piano Forte provides Five Supernumerary Sounds.\* See any of the subsequent pages where the picture of a ladder is used for illustration; see, also, the picture of the Key-board, page 6.

The Signature is the sign placed upon the Staff, immediately after the Clef, denoting what sounds are employed to form the Diatonie Scale in which the piece is composed.

The Signature is to be understood thus:—When sounds are Natural (\*\*) the sign is omitted;

therefore, no mark after the clef, thus:

c is the same as though there were

seven Naturals, thus:

denoting that the sounds of which the melody is

composed are all Naturals or White-Key Sounds. This Signature is said to be Natural. In like

manner the Signature Fa # (F#), thus:

six Naturals, thus: This is called the signature of One Sharp, or Fa (F)

Sharp; and denotes that every Fa(F) throughout the piece is to be sung or played Sharp, and all the other sounds Natural. For further illustration, see any of the subsequent pages.

#### OF THE KEY TO INTONATION.

To "Read with Intonation," is, to express with the voice the degrees of pitch which are represented by the notes according to the Signature. This, without the aid of an instrument, is exceedingly difficult; and never can be attained without much practice. The Key which enables us to judge of the pitch of any sound, is, the *Diatonic Scale*. The relative degrees of this scale we can appreciate in the mind; and by this mental appreciation, we are able to express with certainty the pitch of any sounds, relatively, either approximate or remote.

As the Intervals produced by the sounds of the Diatonic Scale, are all, after the first seven, repetitions of the same, over and over—Eight sounds, forming Seven Intervals, are a synopsis of the Key entire. Of the Seven Intervals of the Key, Two are tones and Five are semitones.

\* A more scientific mode of explanation, would be, to consider the Enharmonic Scale, (See No. 188,) as the basis upon which the Diatonic Scale is formed. There would then be Fourteen Supernumerary sounds in every Octave. While the Piano Forte is used for illustration, it will be sufficient for the pupil to consider only the Chromatic Scale.

#### OF THE MODES OF THE KEY

Mode means form; and it relates to the order of the Tones and Semitones, in the octave. There are but two Modes employed in modern music. One of these expresses Cheerfulness, and the other Sadness. The Cheerful Mode is that which may be produced by the white keys, from Do to Do, (C to C). It may be made by starting from any other degree with the use of the black keys. This is called the Major Mode of the Key, the 3d is Major, (greater,)—it being the Major 3d which characterizes the Key, and gives to it the expression of cheerfulness. See in the pages following, the Major Mode of the Key, in all its positions, represented by the picture of a Ladder, on the upper side of the staff.

The Melancholy Mode is that which may be produced by the White Keys of the Piano Forte, from La to La; or from any other note with the use of black keys. It is called the Minor Mode of the Key, because the 3d degree is but a tone and a half from the first—making a minor or lesser. Third in the Common Chord of the Key—it being the minor 3d which gives to the music its melancholy expression. It is customary in modern music, always to sharp the 7th degree; and sometimes to sharp the 6th degree also. See the Minor Mode of the Key in all its positions, illustrated by the Ladder, the underside of the staff, in the following pages.

#### TECHNICAL APPELLATIONS. RULES FOR FINDING THE KEY-NOTE.

The qualities or characteristics of the several notes of the Key are expressed, respectively, by the following terms, viz: the 1st is called the Tonic or Key-note, because it is the basis from which the other degrees are calculated in their intonations. The singer must know which is the Key-note or Tonic of a melody, and take his cue or pitch therefrom, in order to express the proper intervals.

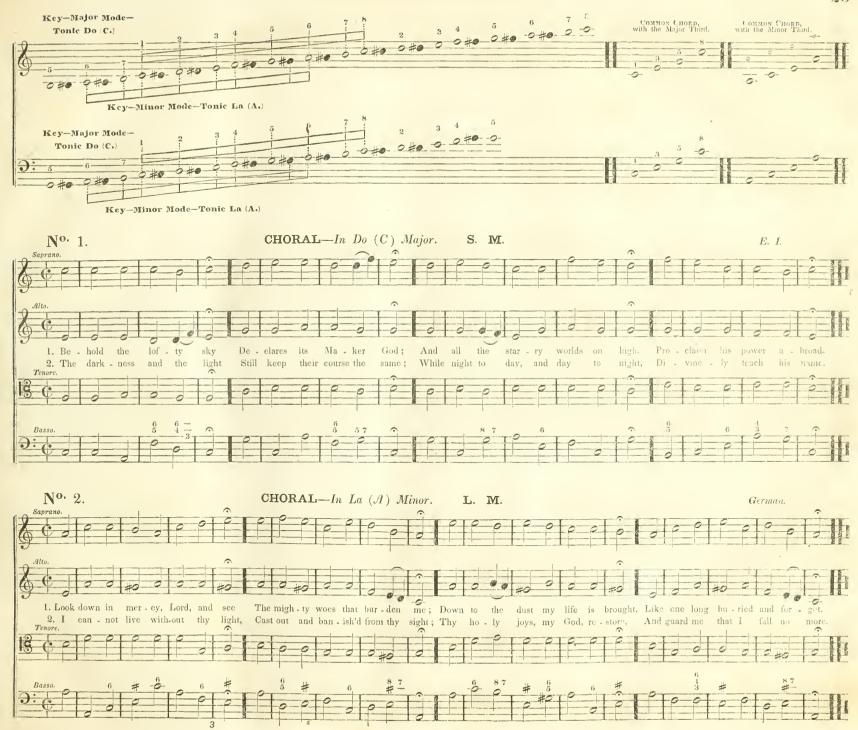
The Key-note may always be known by the Signature. When the signature is Natural the Key-note of the Major Mode is Do (C), and of the relative Minor Mode, La (A).

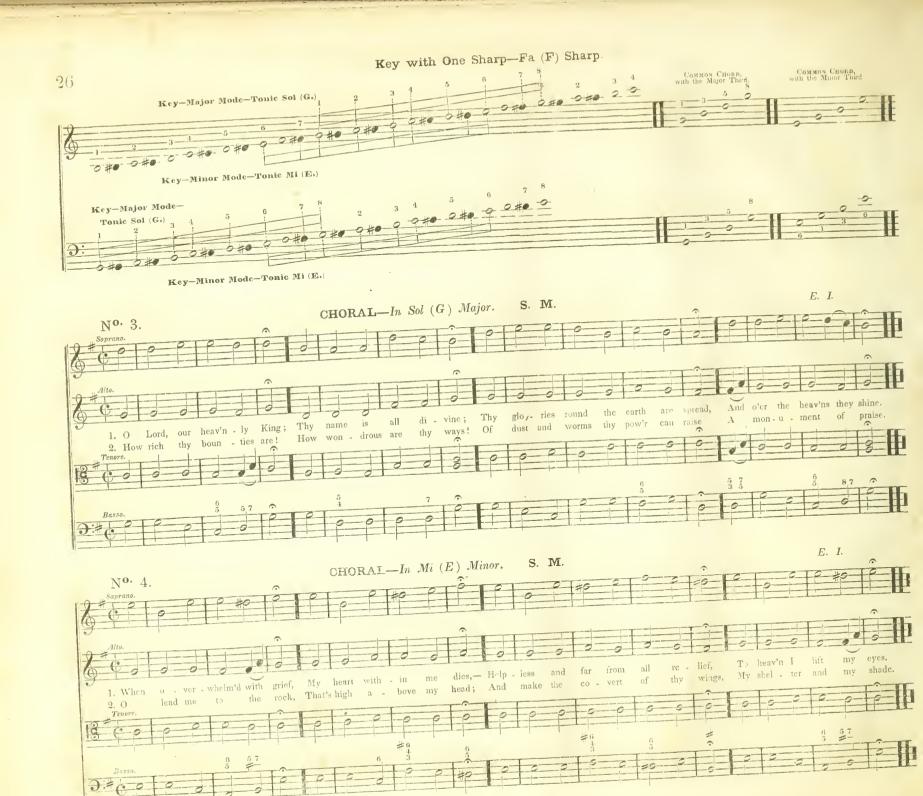
When the Signature consists of Sharps, the Key-note of the Major Mode is the next degree above the last sharp—the one farthest to the right. When the Signature consists of Flats, the Key-note of the Major Mode is a 4th below, or a 5th above the last flat. The Key-note of the Minor Mode relative to each Major, is always a third below that of the Major. See the following pages.

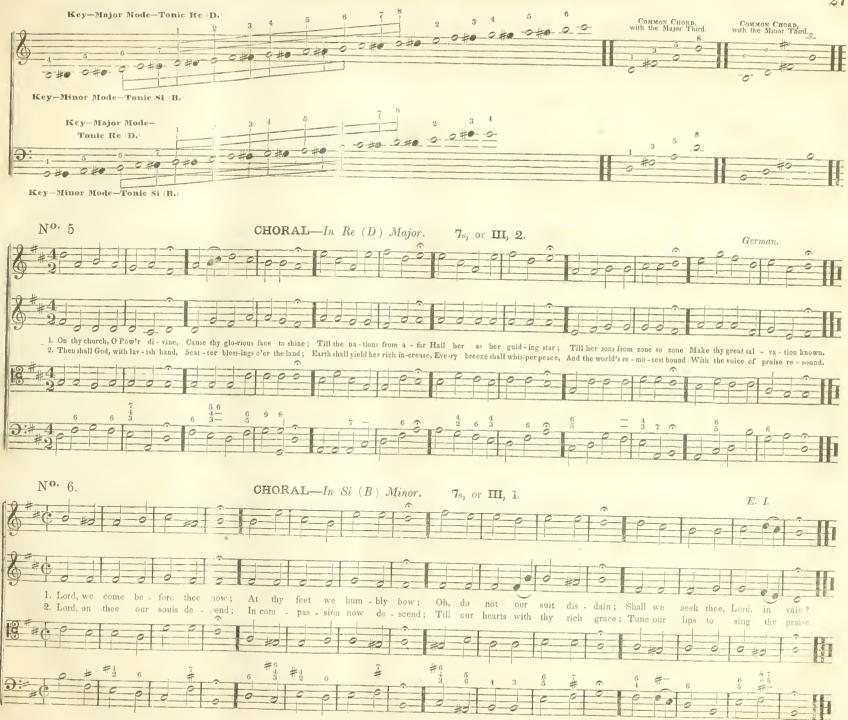
The 2d degree of the Key is called the Supertonic—the 3d the Mediant—the 4th the Subdominant—the 5th the Dominant—the 6th the Submediant—and the 7th the Leading-Note.

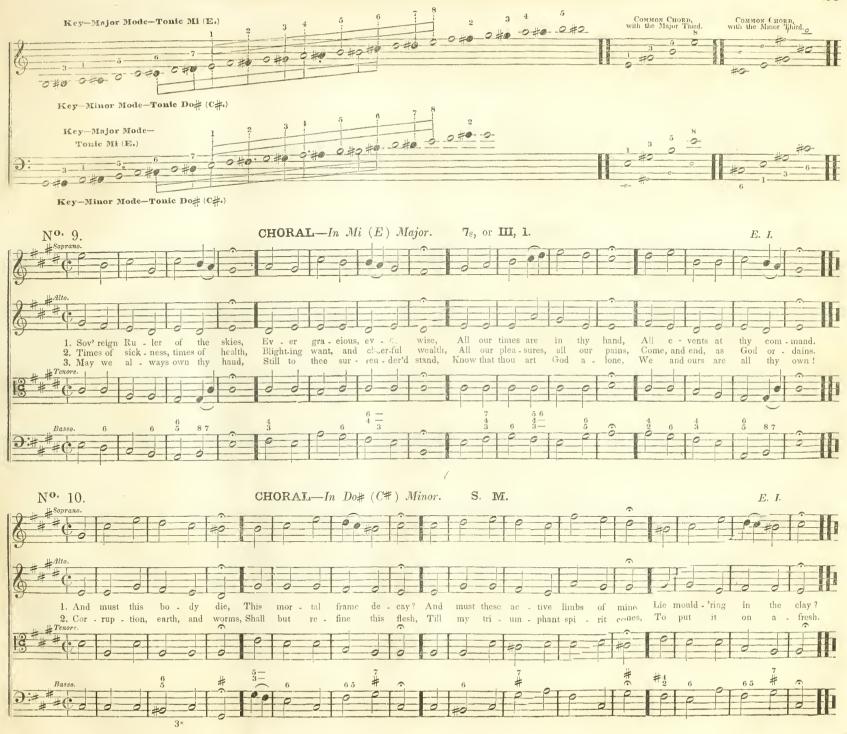
Let the Keys in the following pages be sung by the numbers, and also by the names of the abstract sounds which compose the Key.

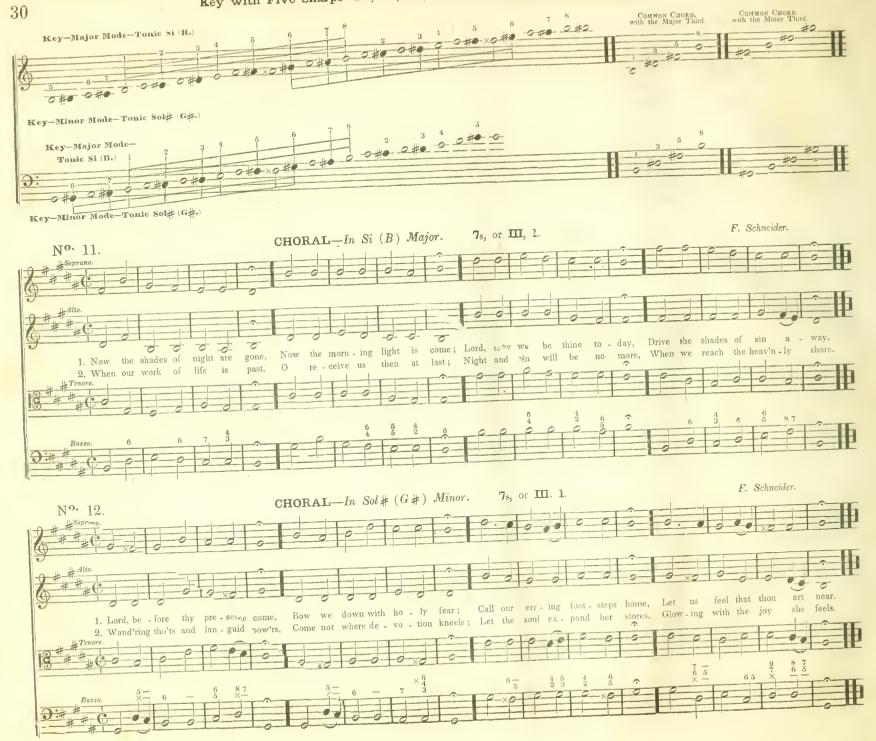
The use of the names Do, re, mi, fa, sol, la, si, do; or, Fa, sol, la, fa, sol, la, mi, fa—transposing them with the Transpositions of the Key—is a practice greatly to be deprecated. Nor should the singing by numbers—which is the same in substance—be used, except like a "go-cart," in teaching a child to take the first steps.

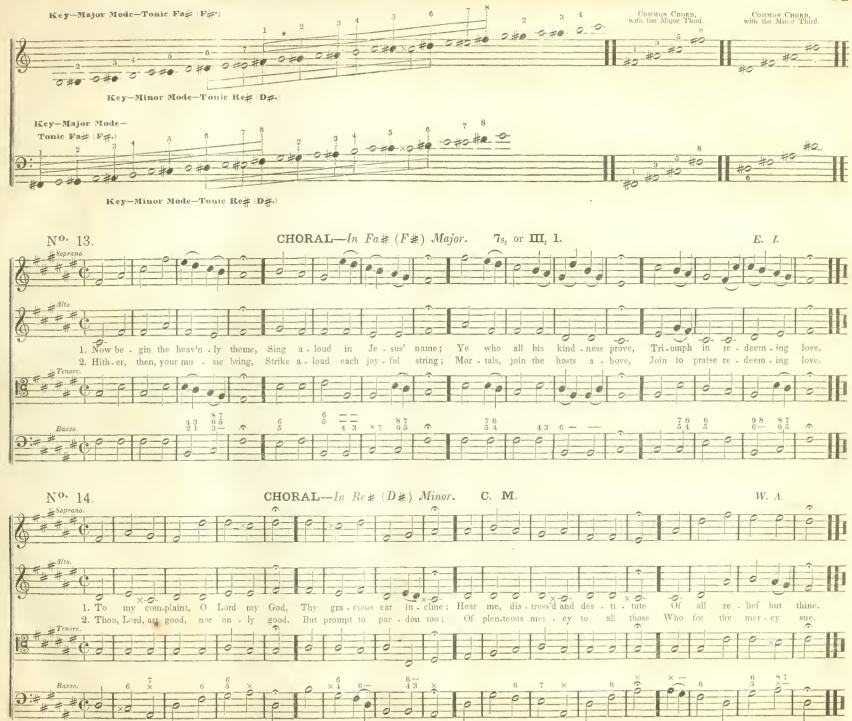


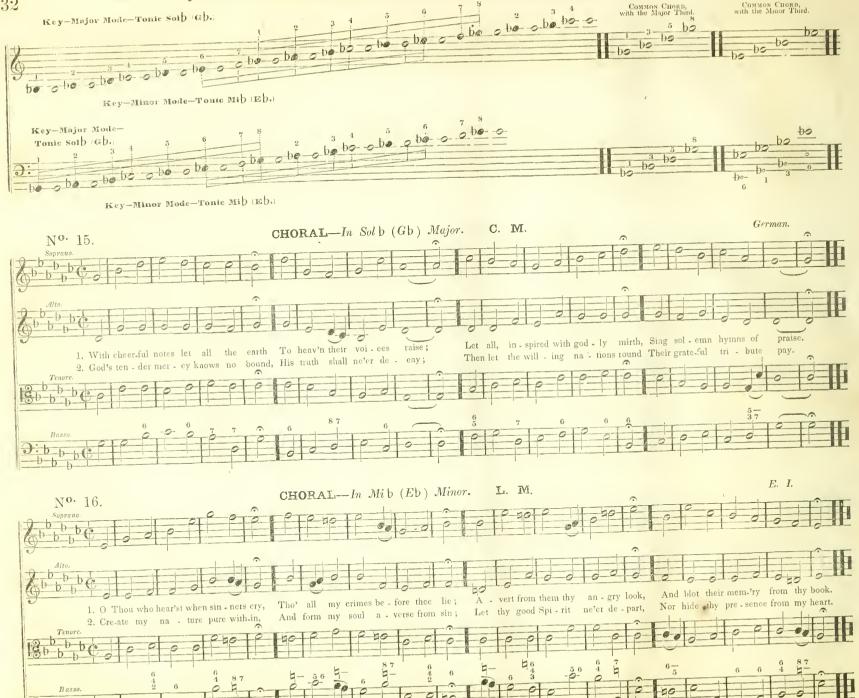


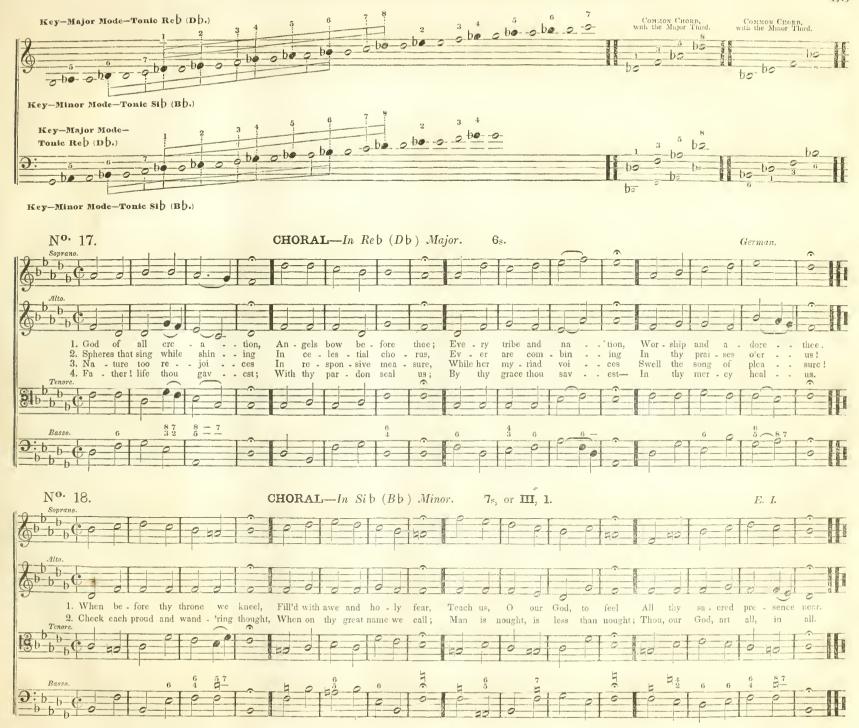


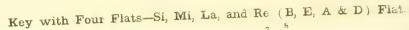


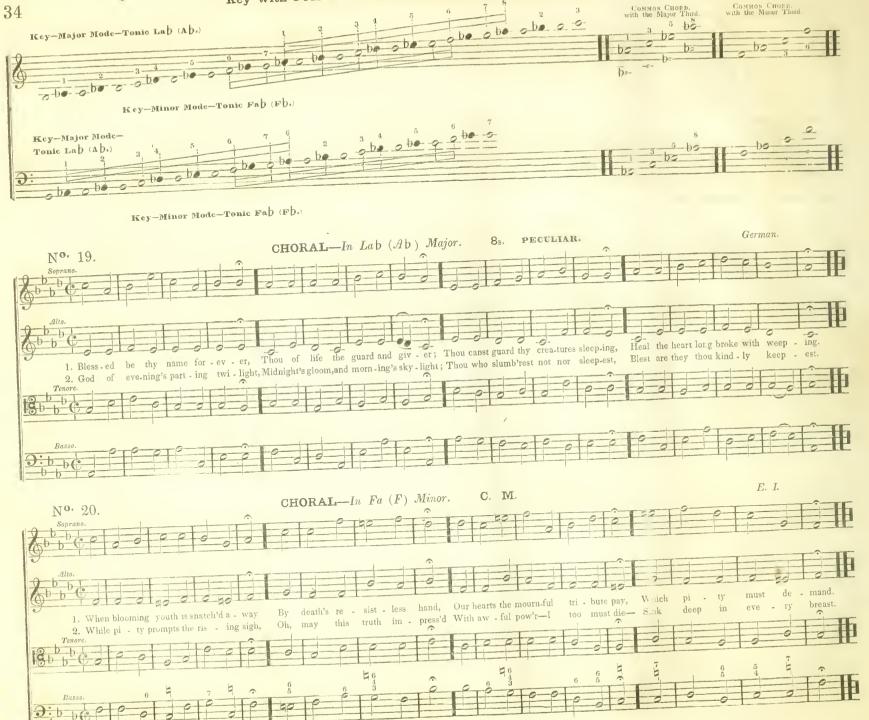






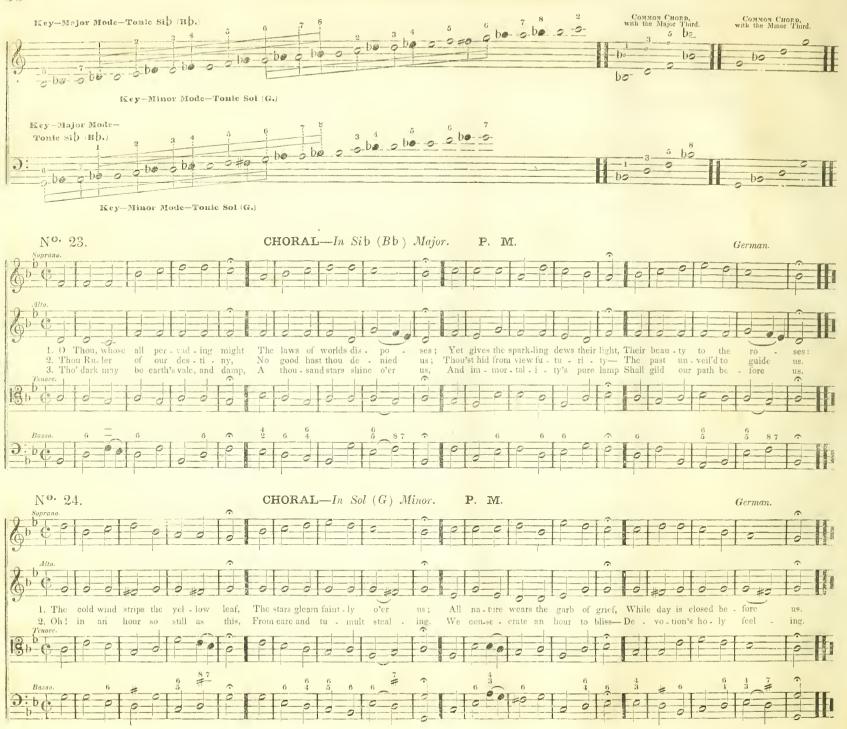


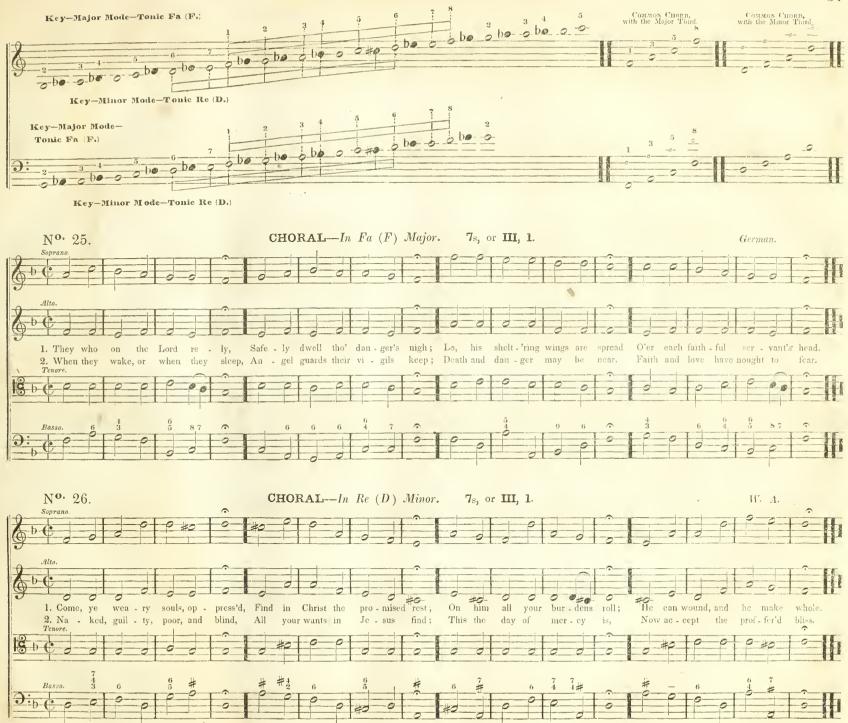






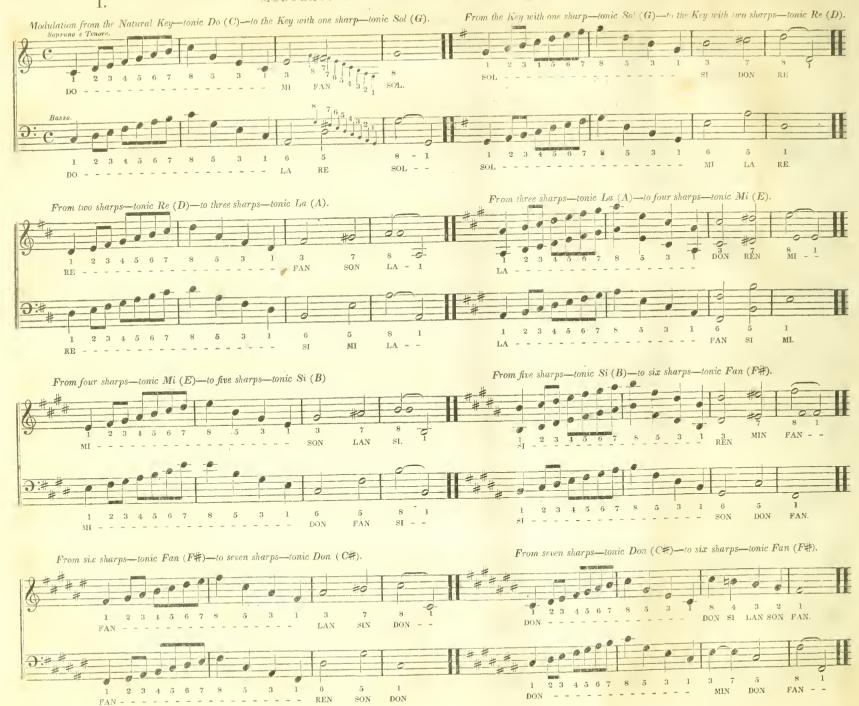
\* See Choral No. 1. Let this and that be sung alternately.





### EXERCISES IN MODULATION.

## MODULATION OF THE KEY IN THE MAJOR MODE.



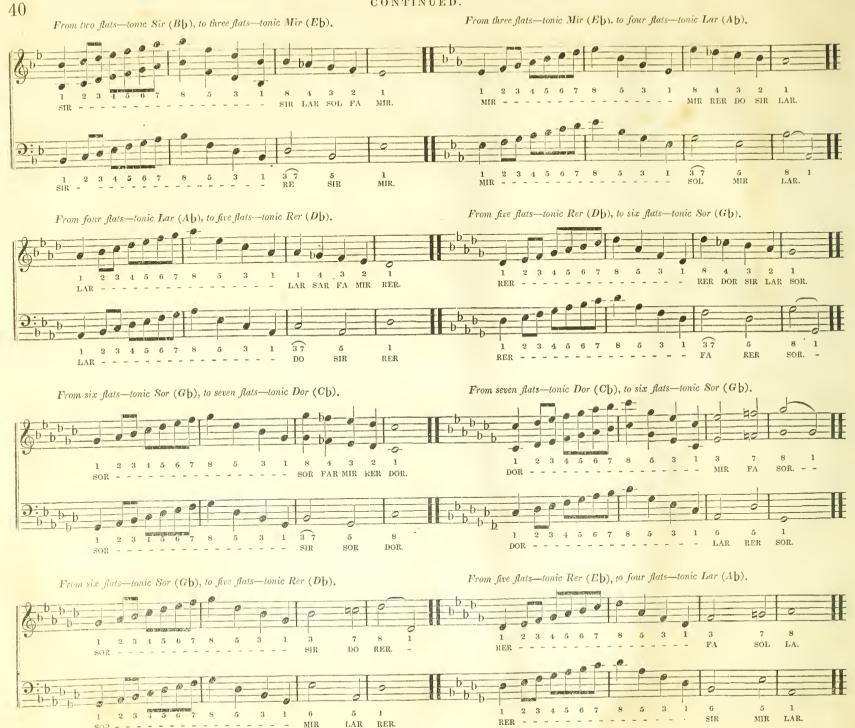
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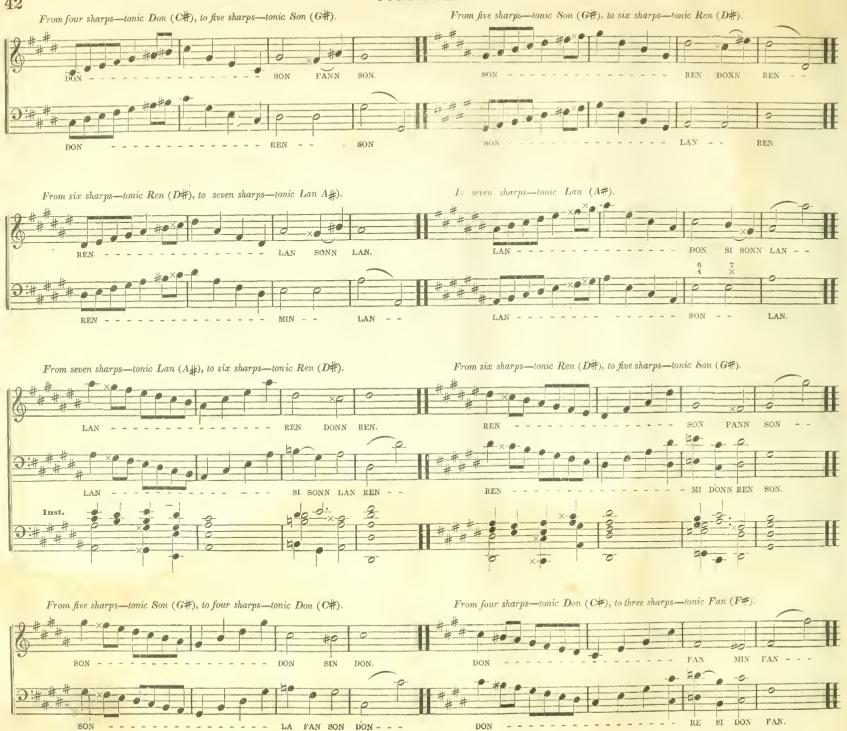


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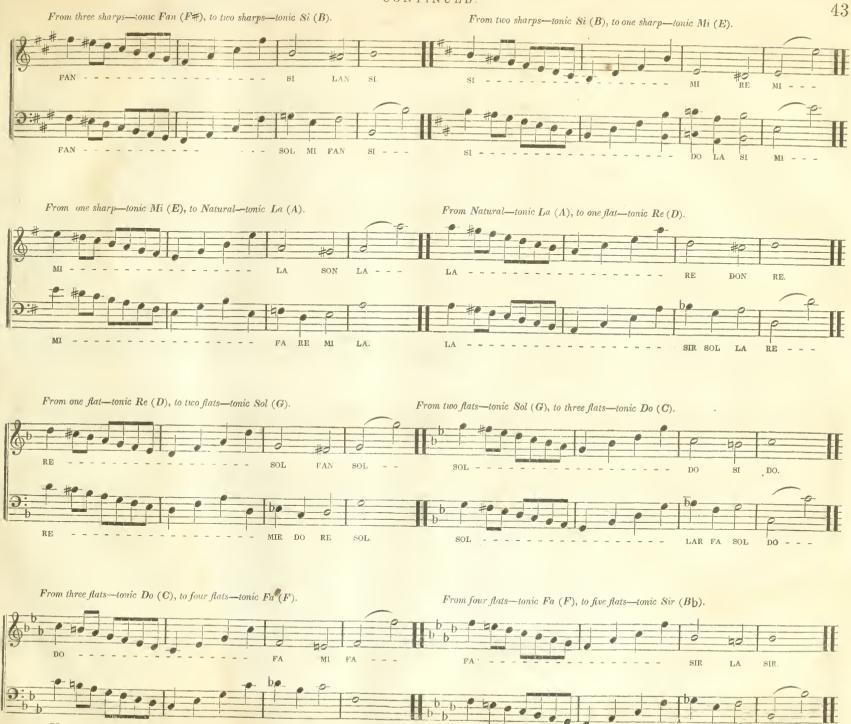
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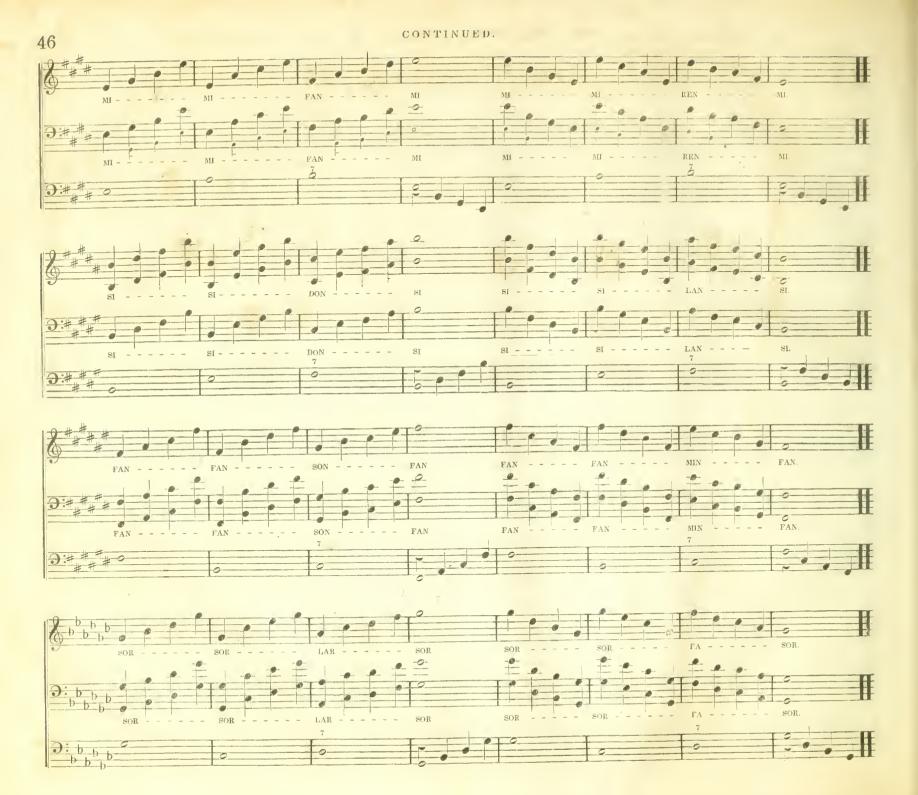
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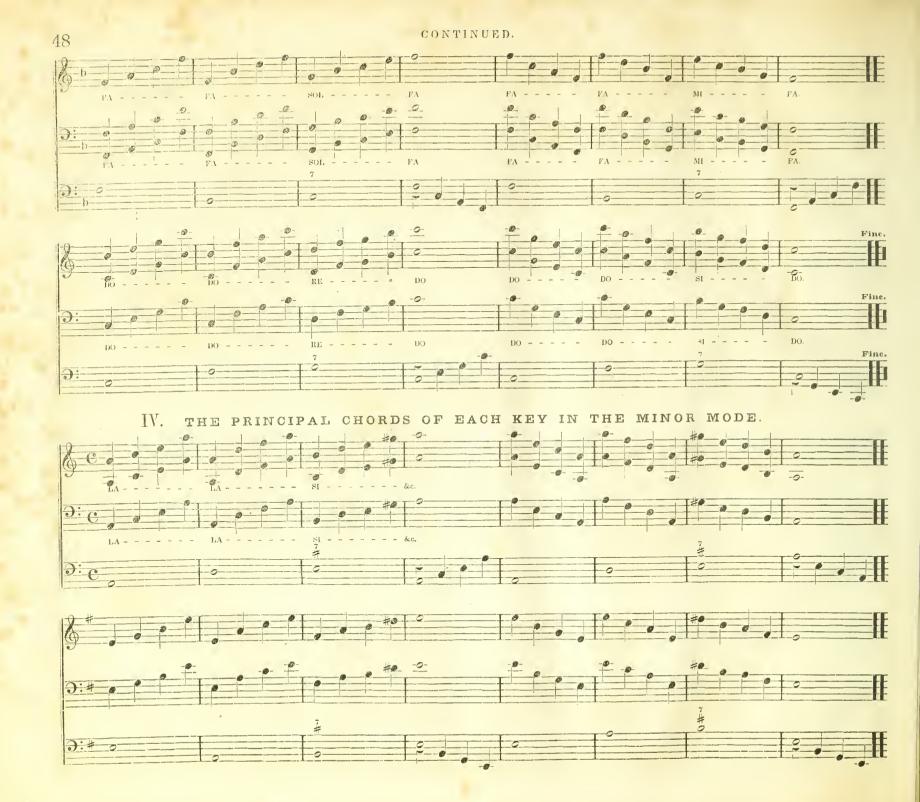
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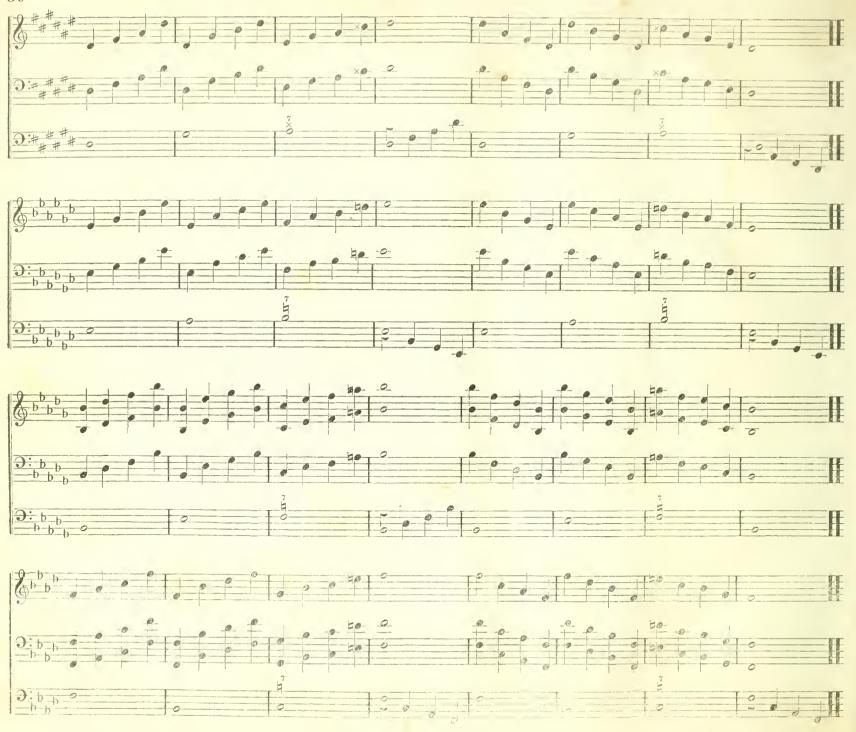










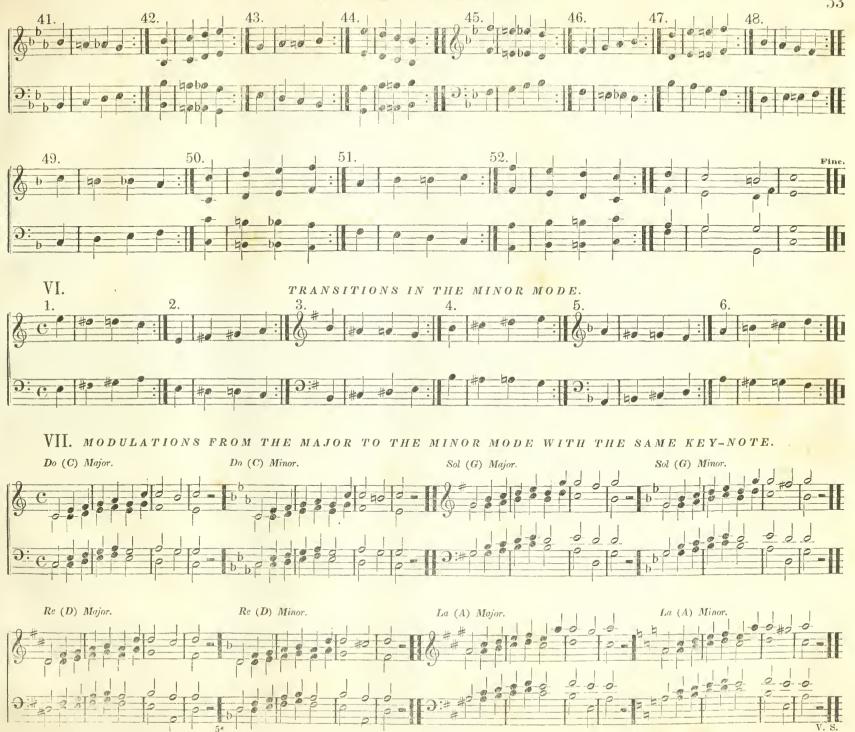


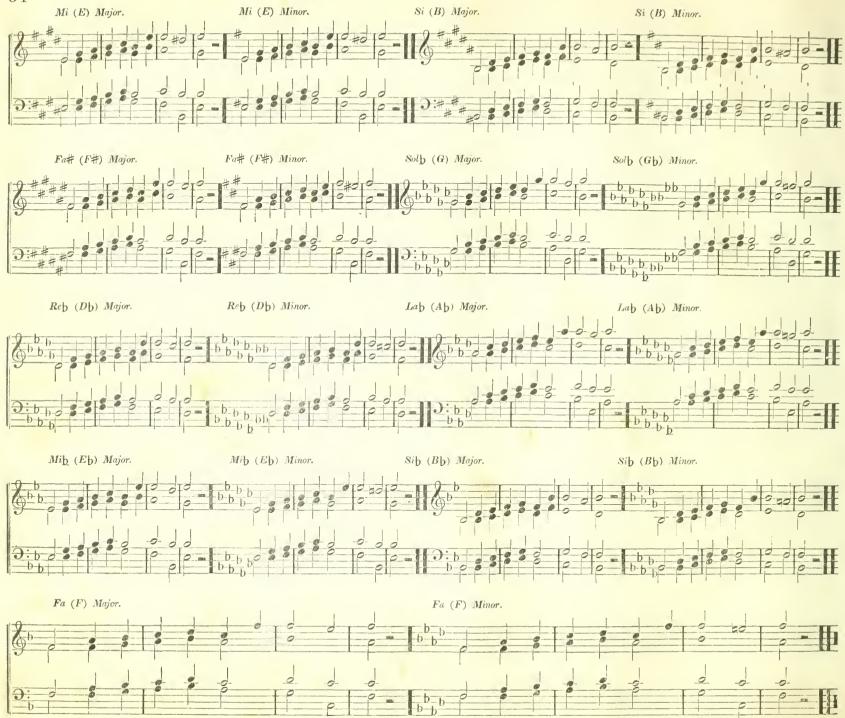


Tenore.

D: C

Basso. 25. # 26. | 27. | 28. | 29. | 30. | 31. | 32. | 32. | 34. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 35. | 33. 34. 35. 36. 37. 38. 38. 39. 40. a 





## BEETHOVEN COLLECTION

OF

# SACRED MUSIC.

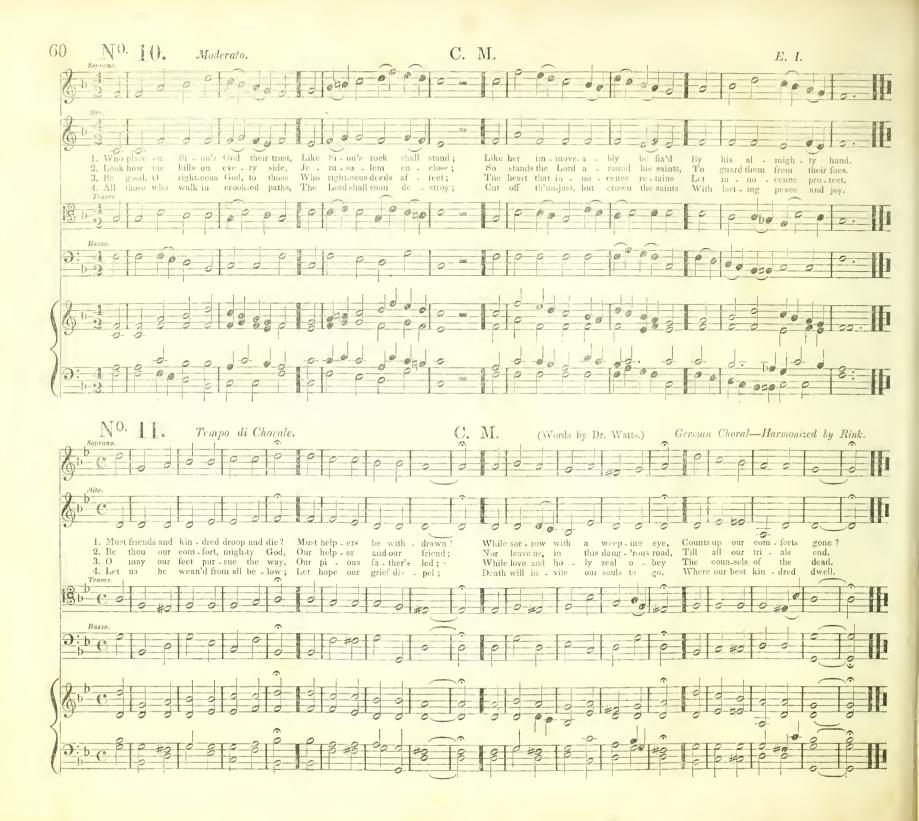


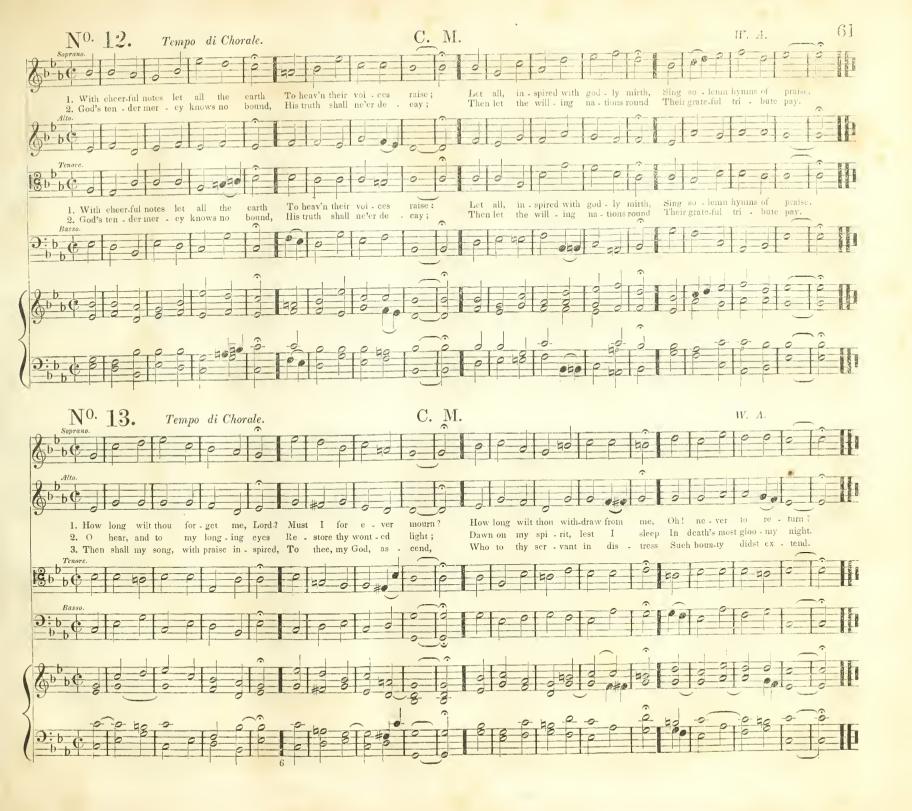






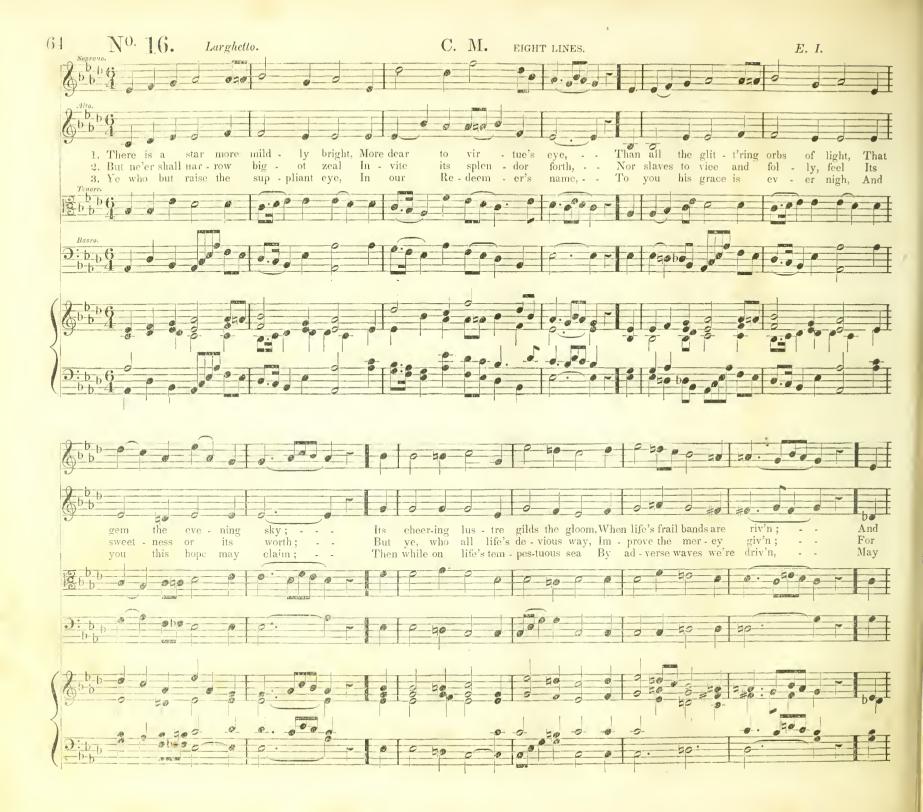




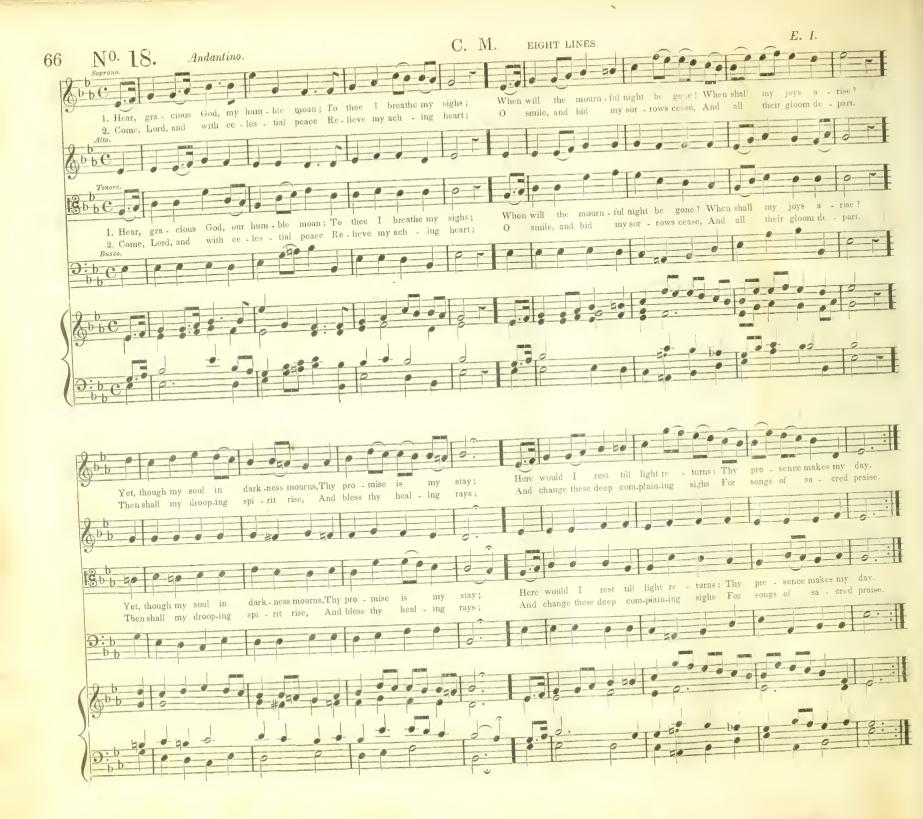


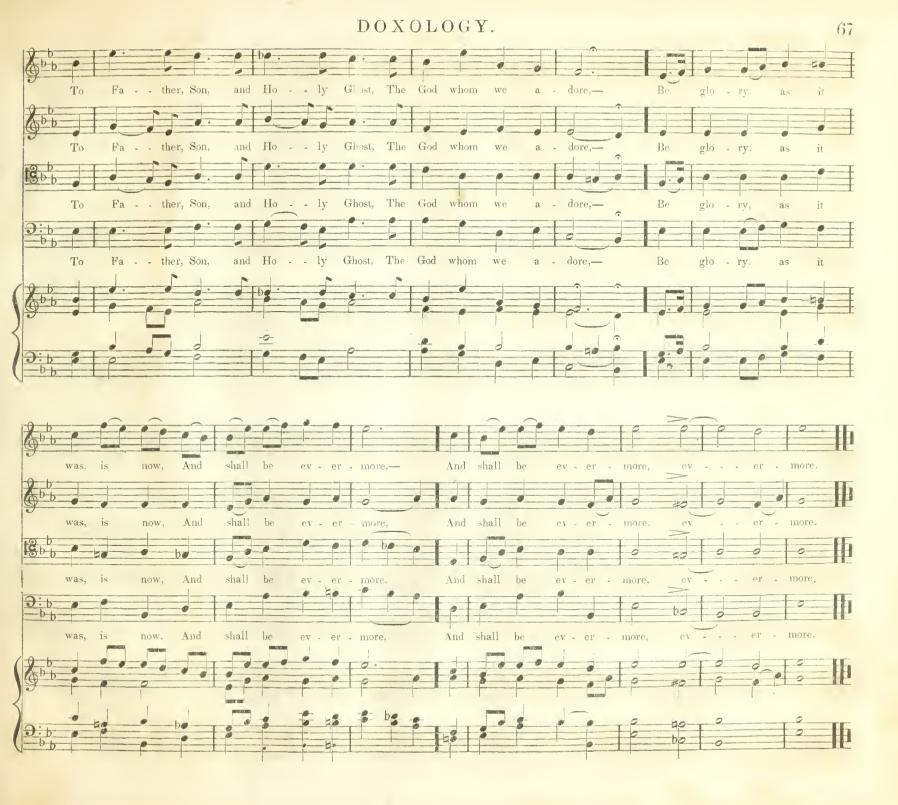




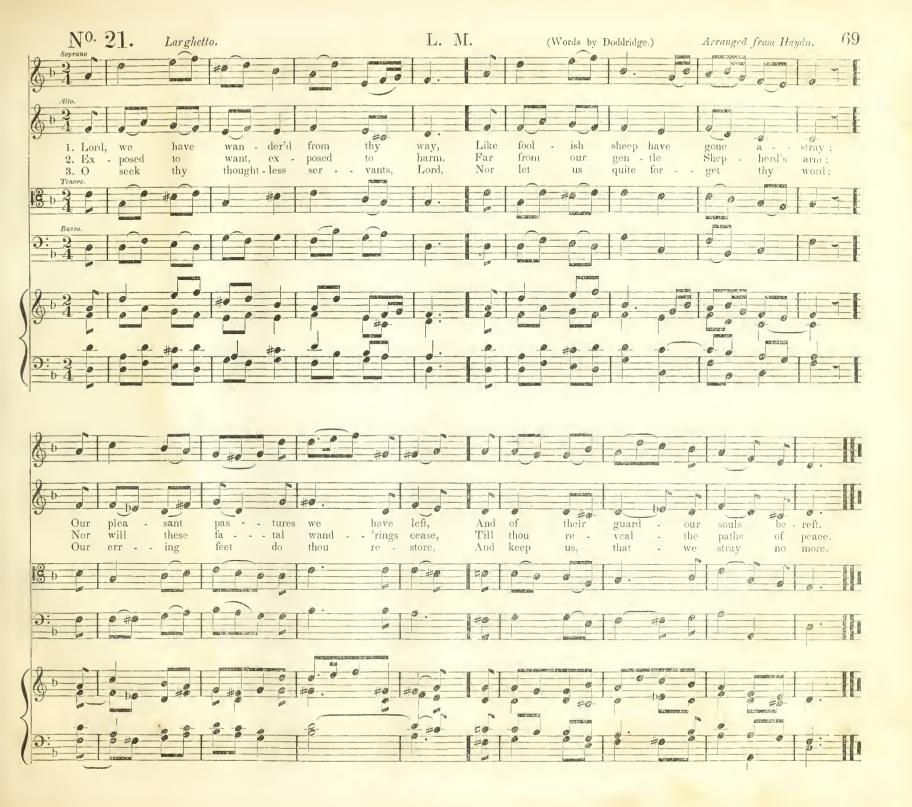


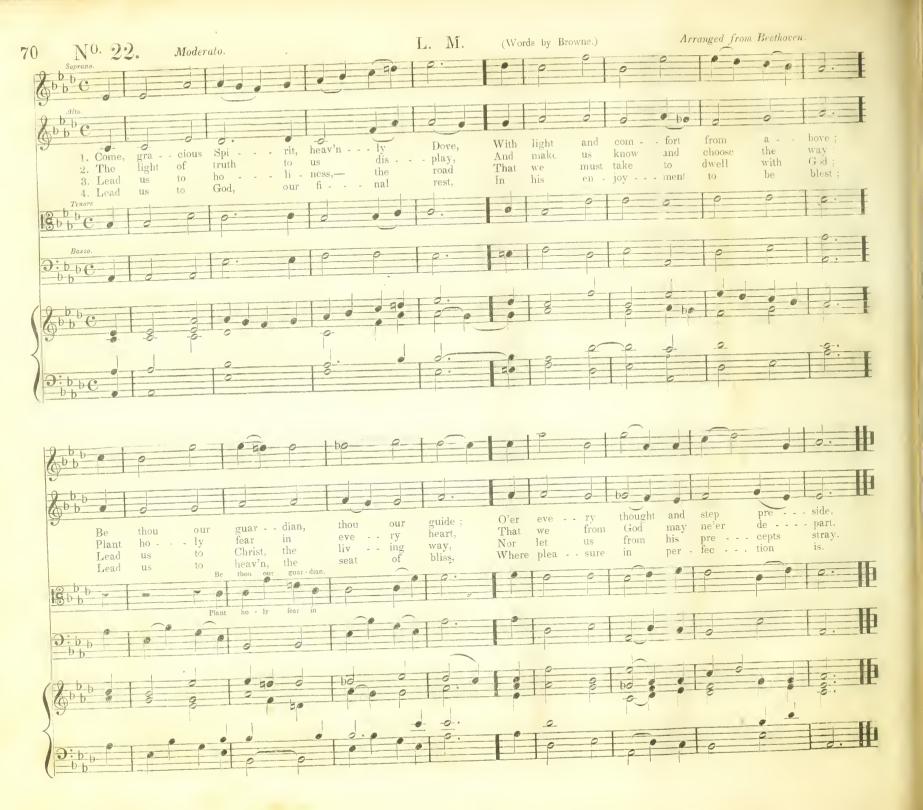




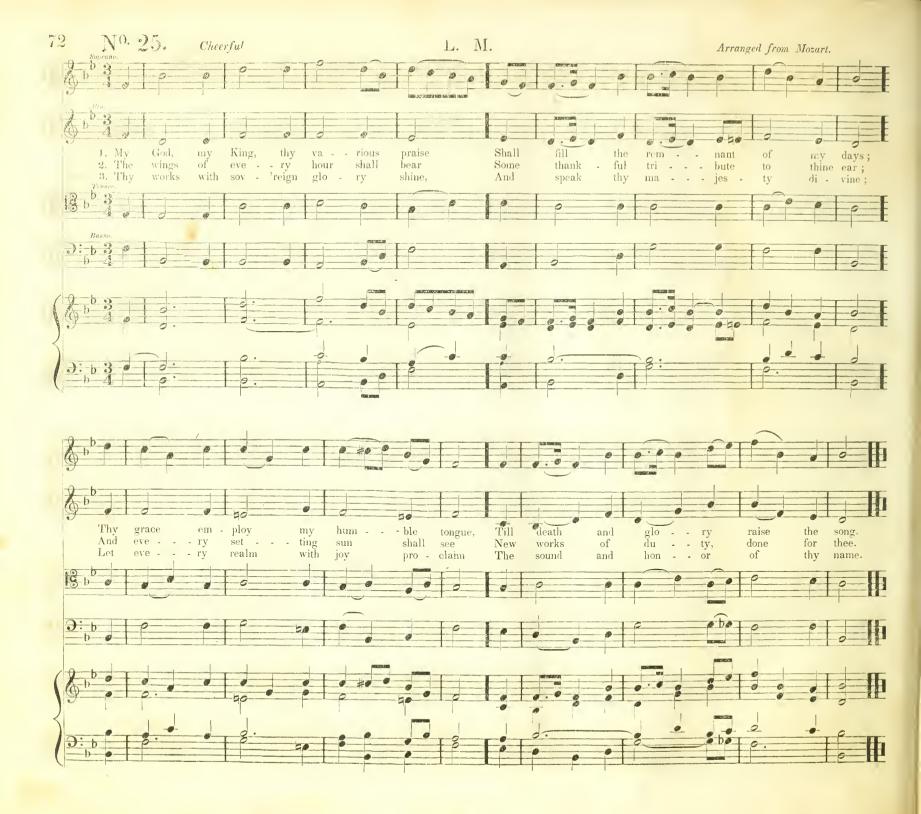




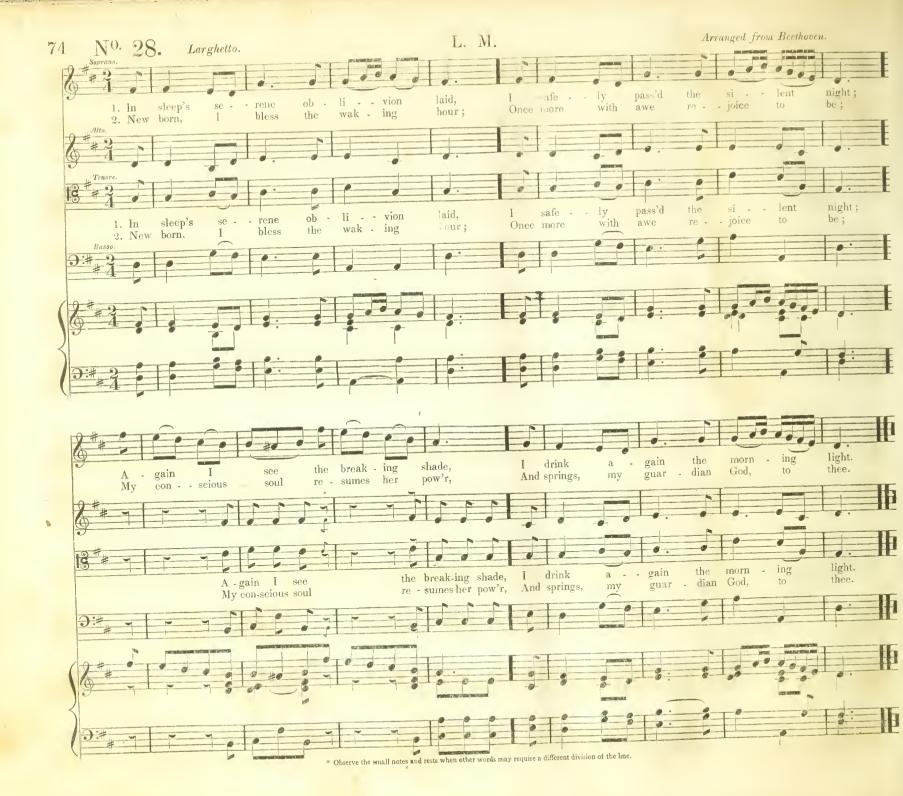






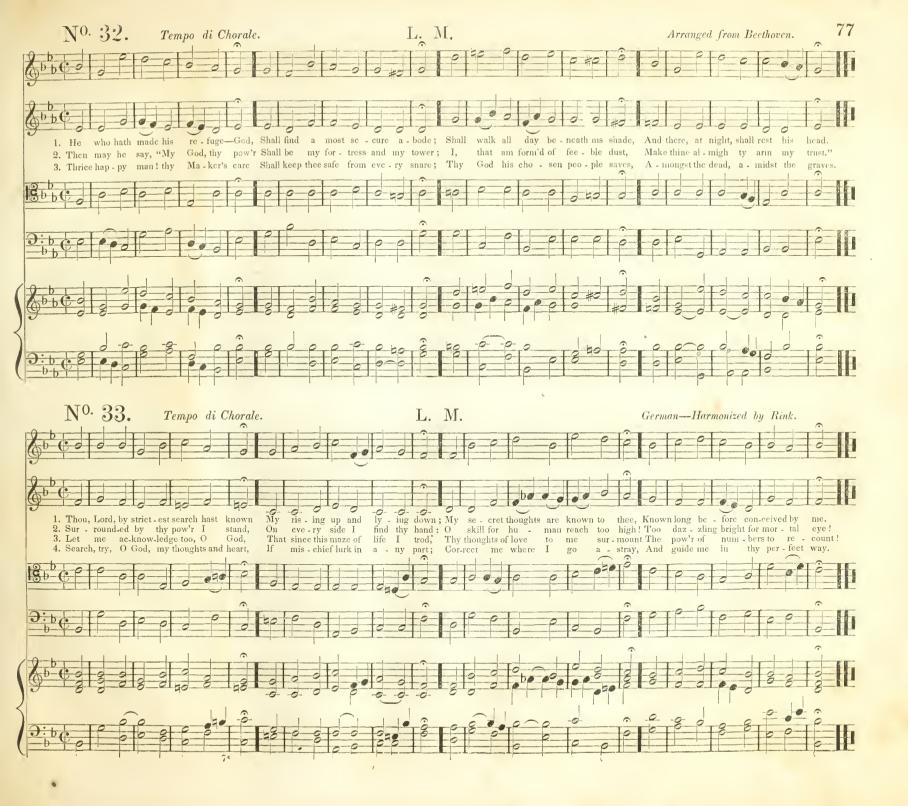


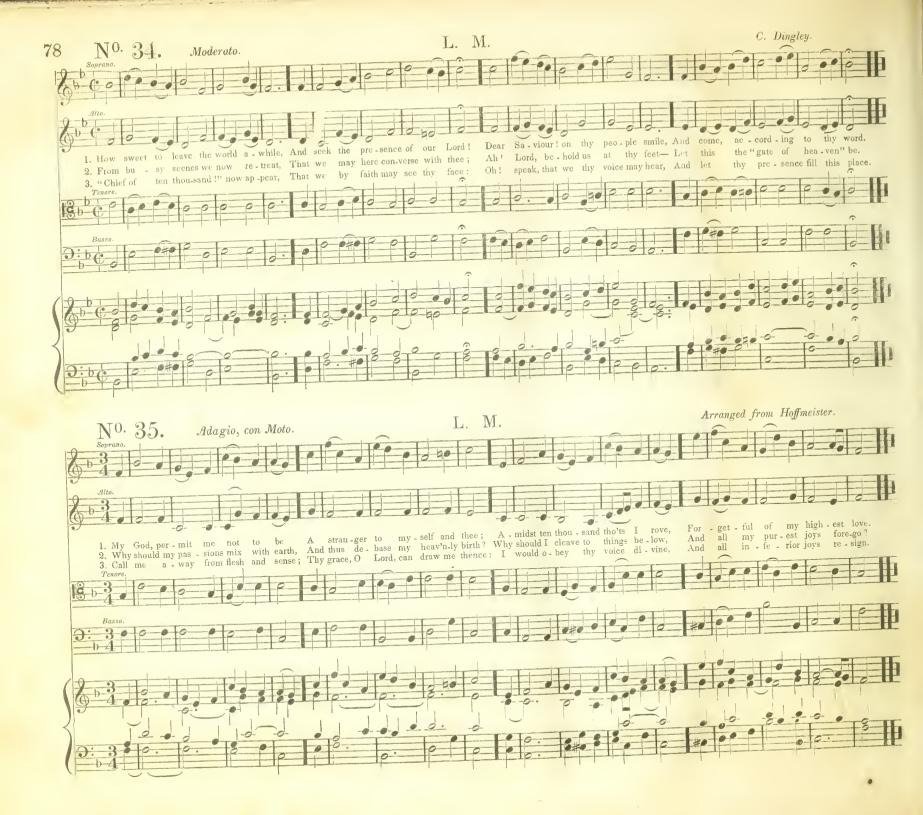








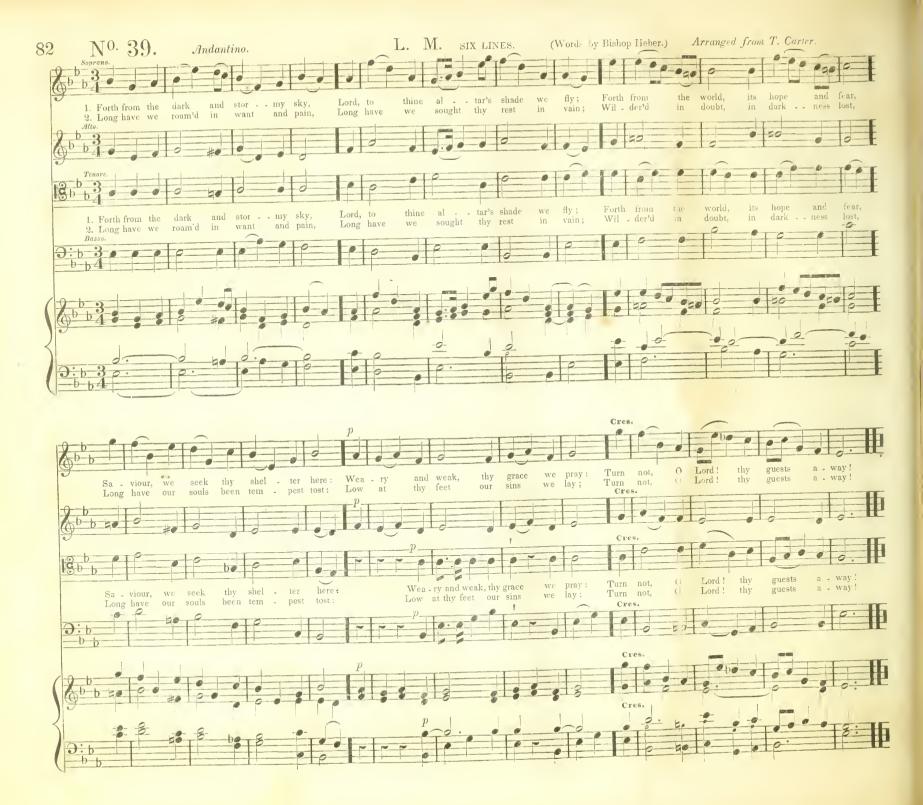






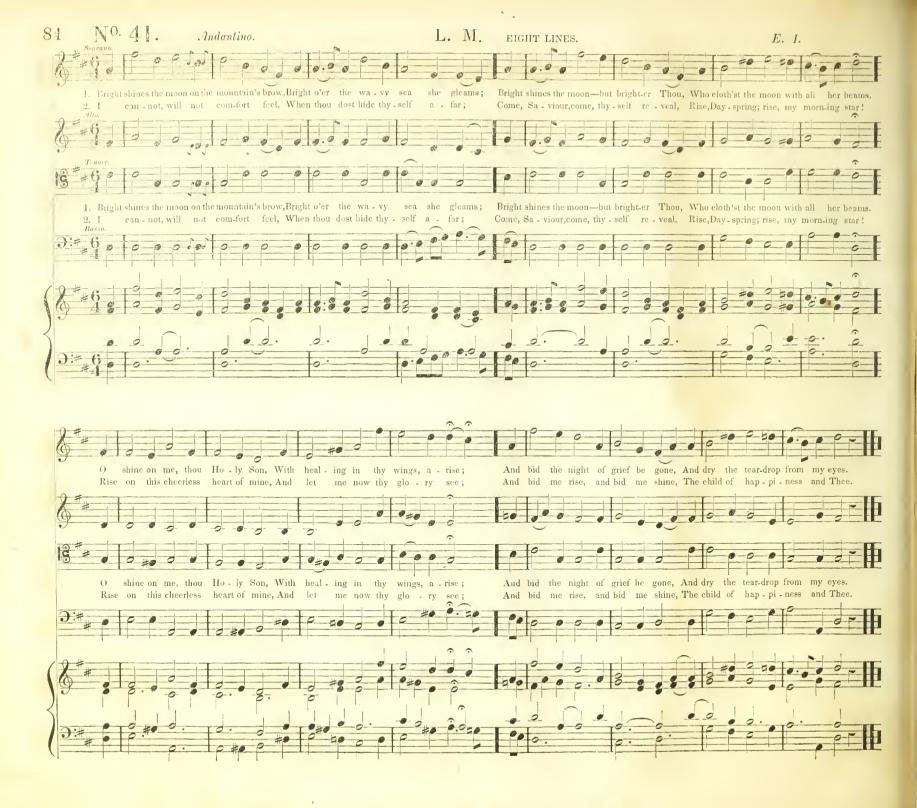






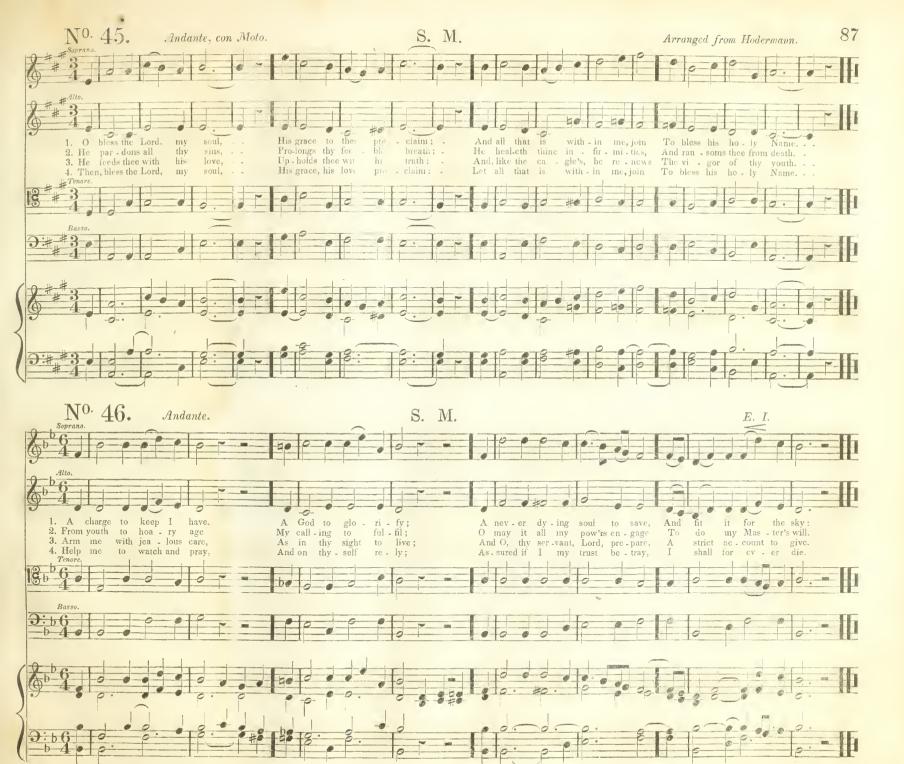




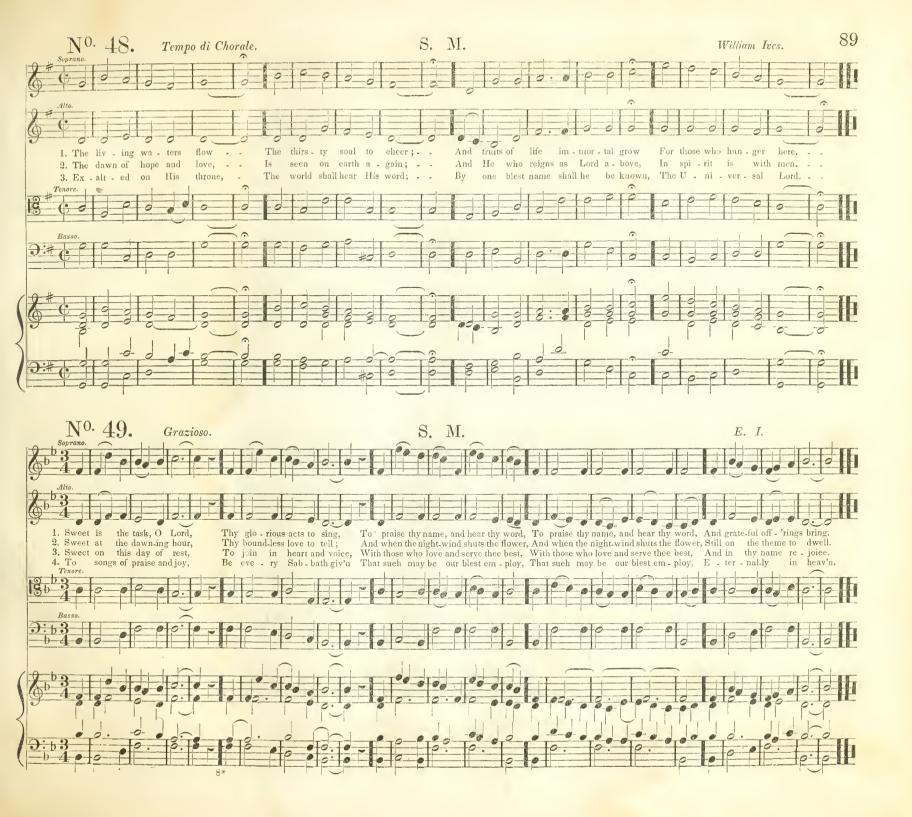


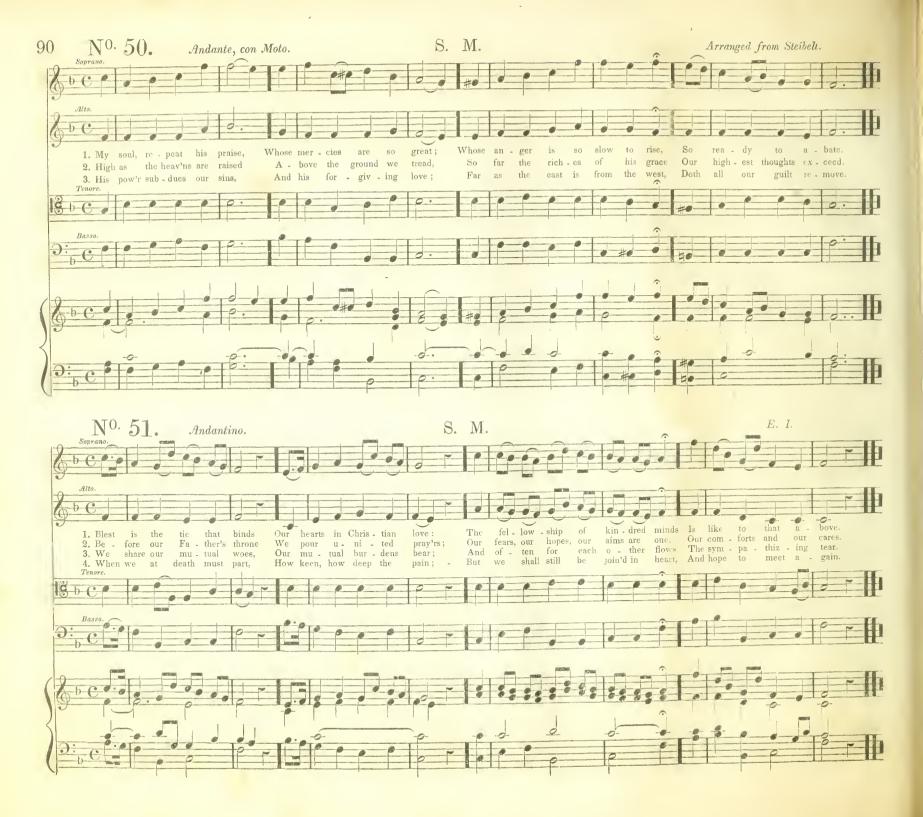






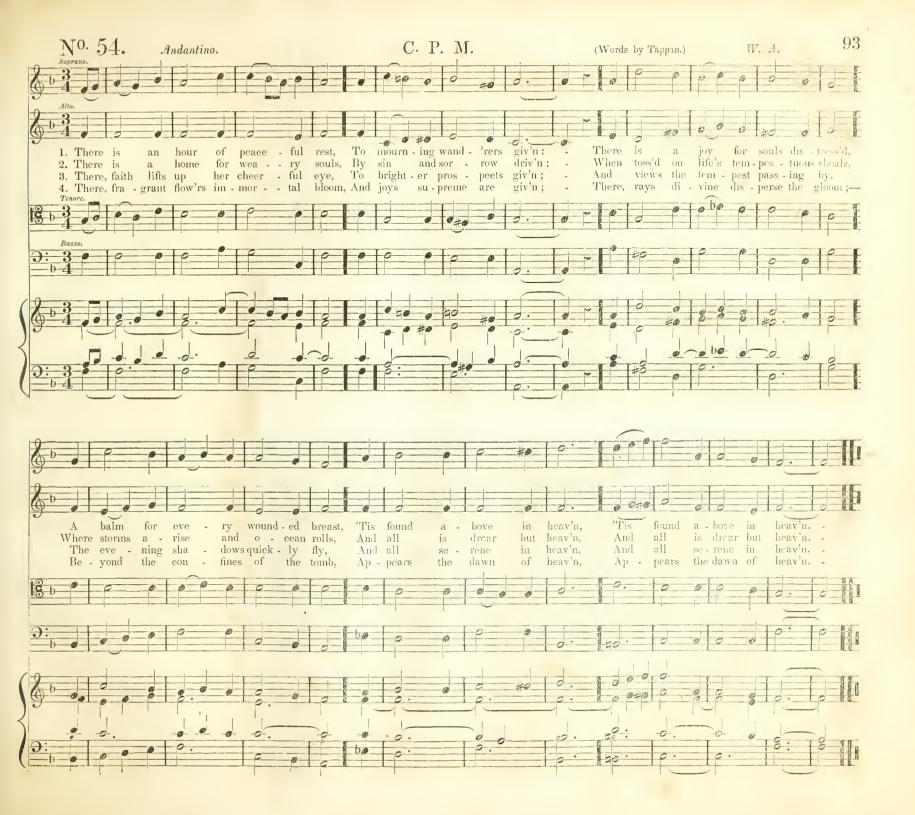


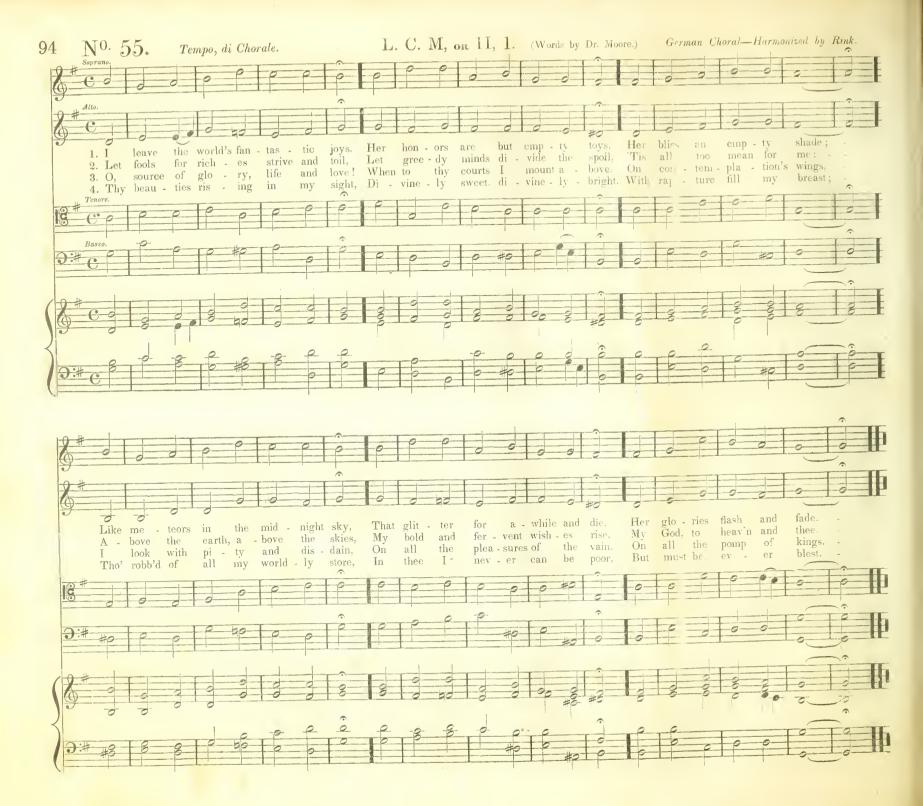
















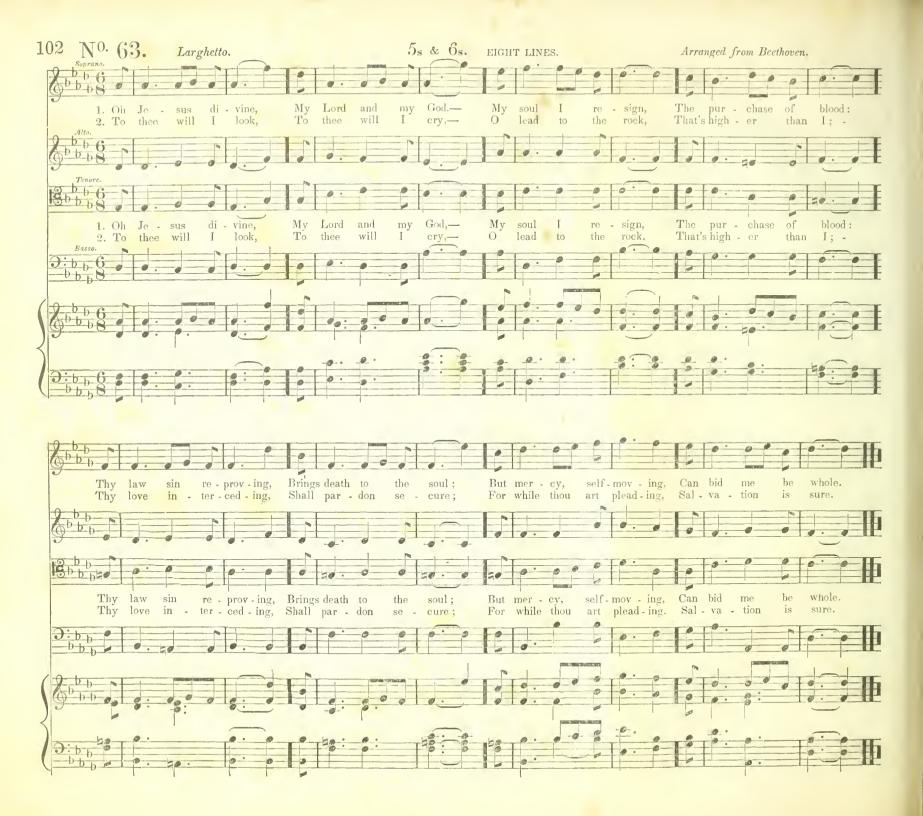








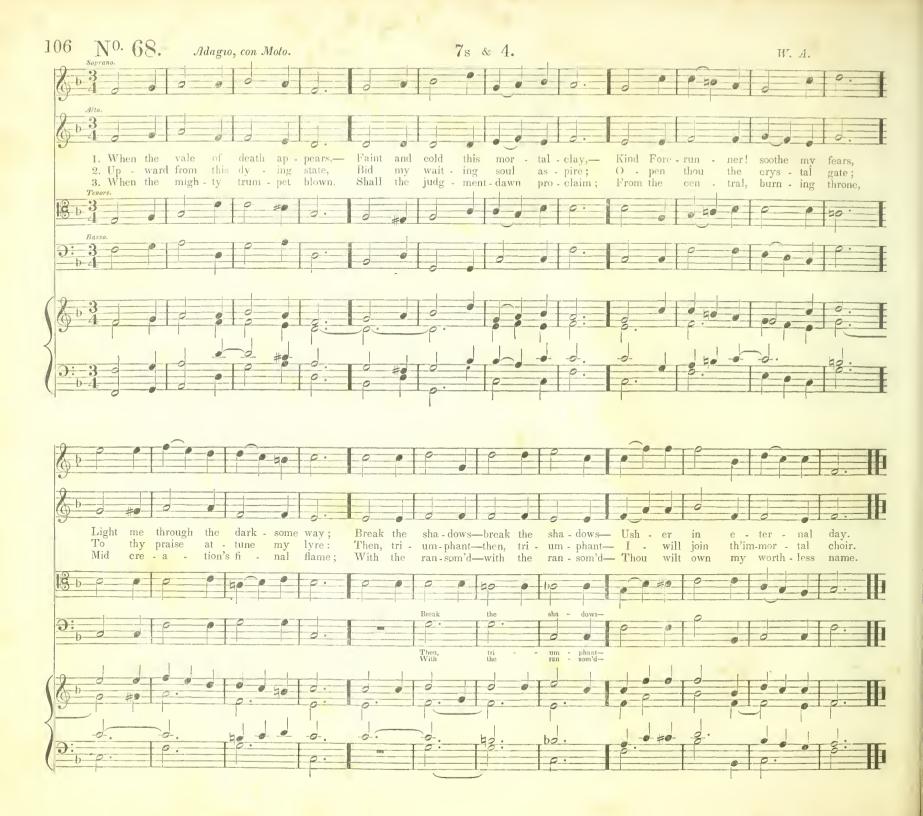




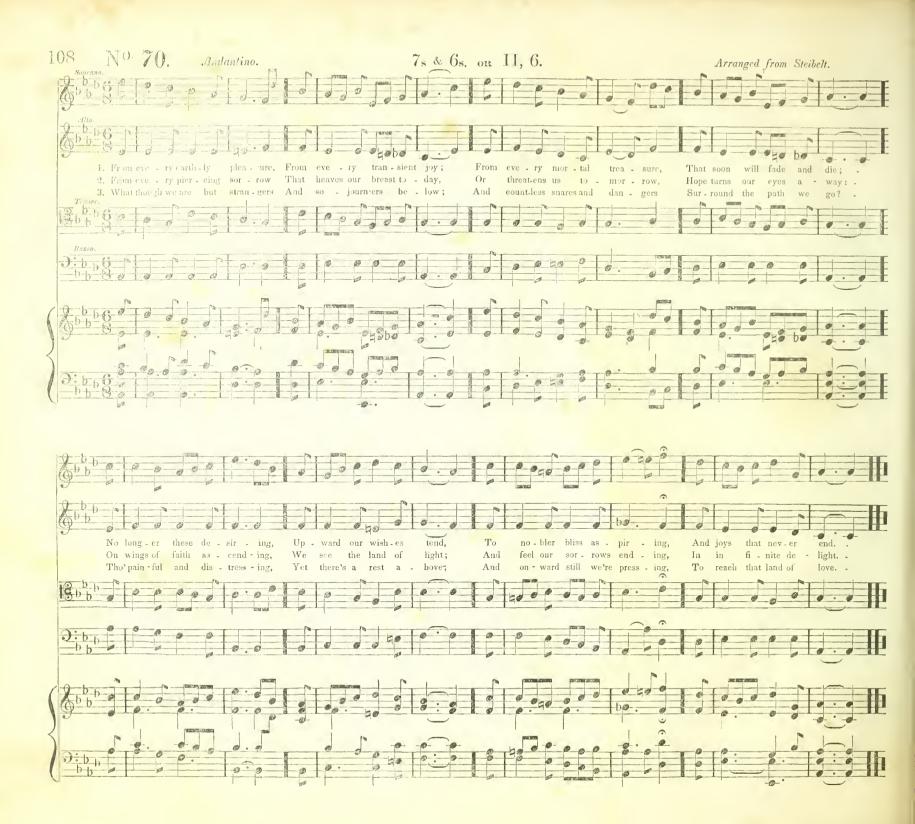




















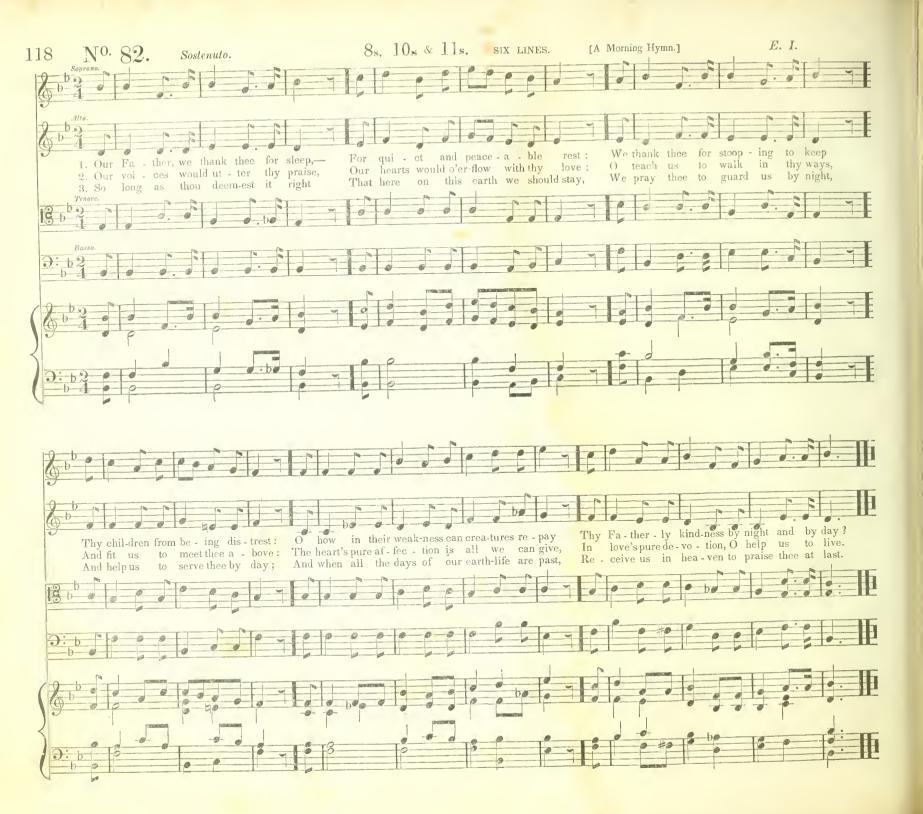




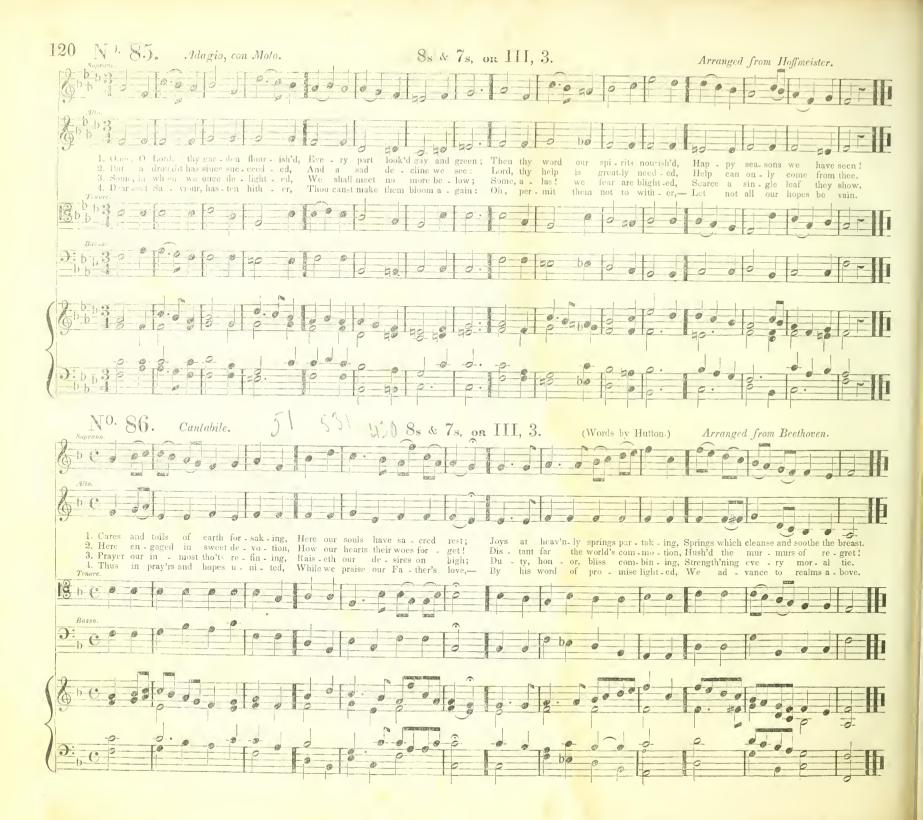




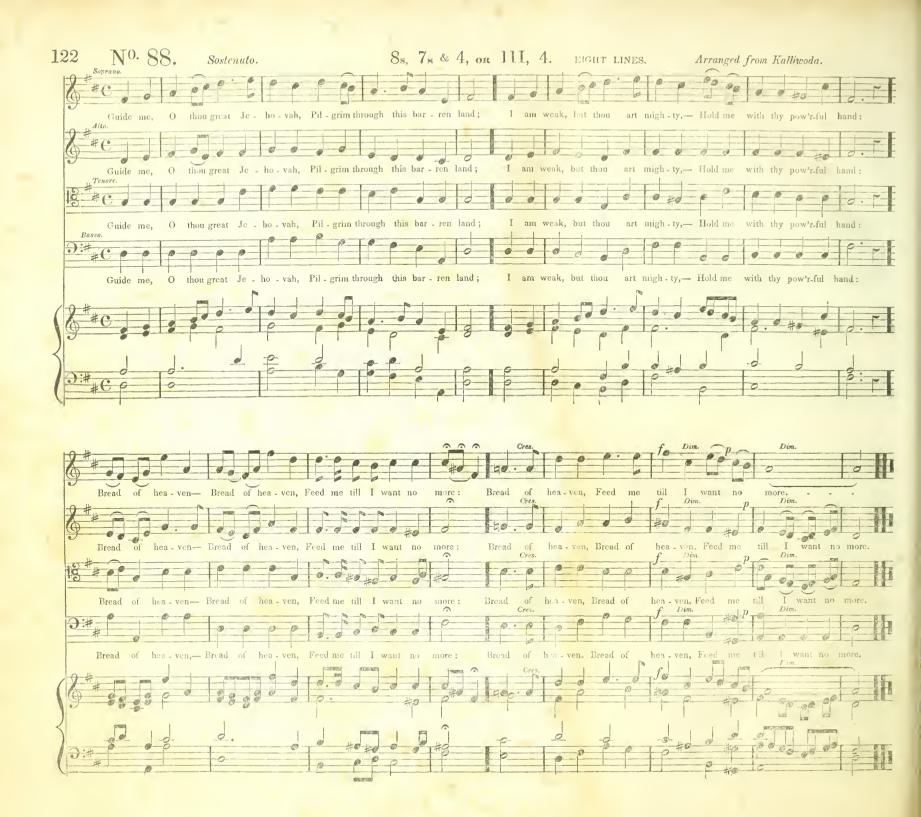


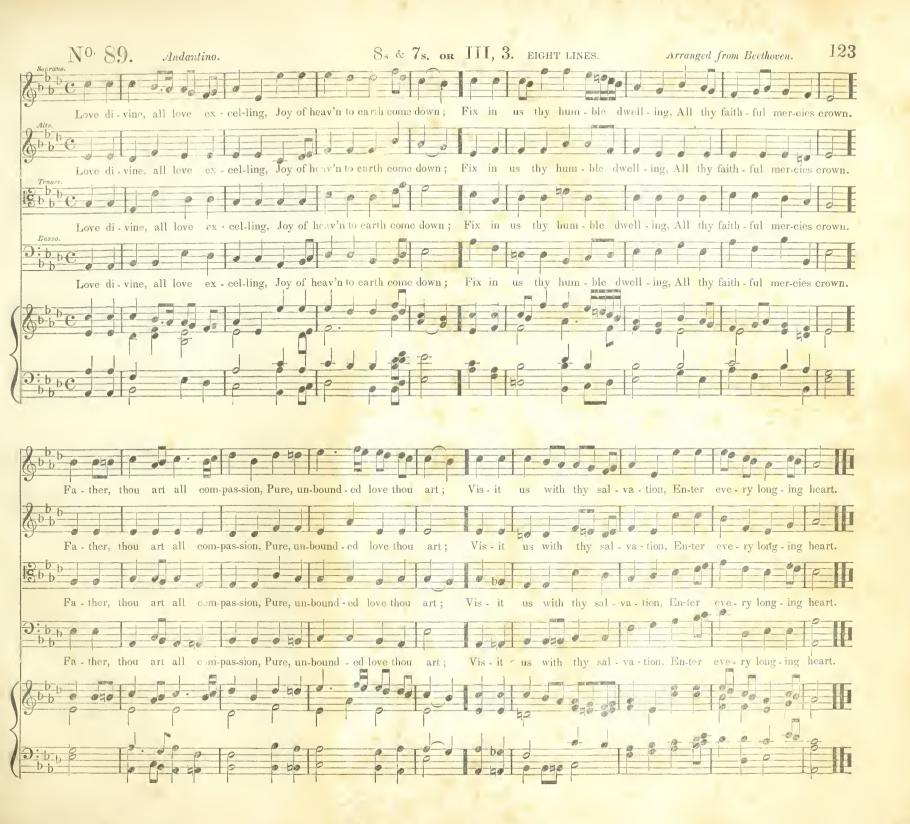






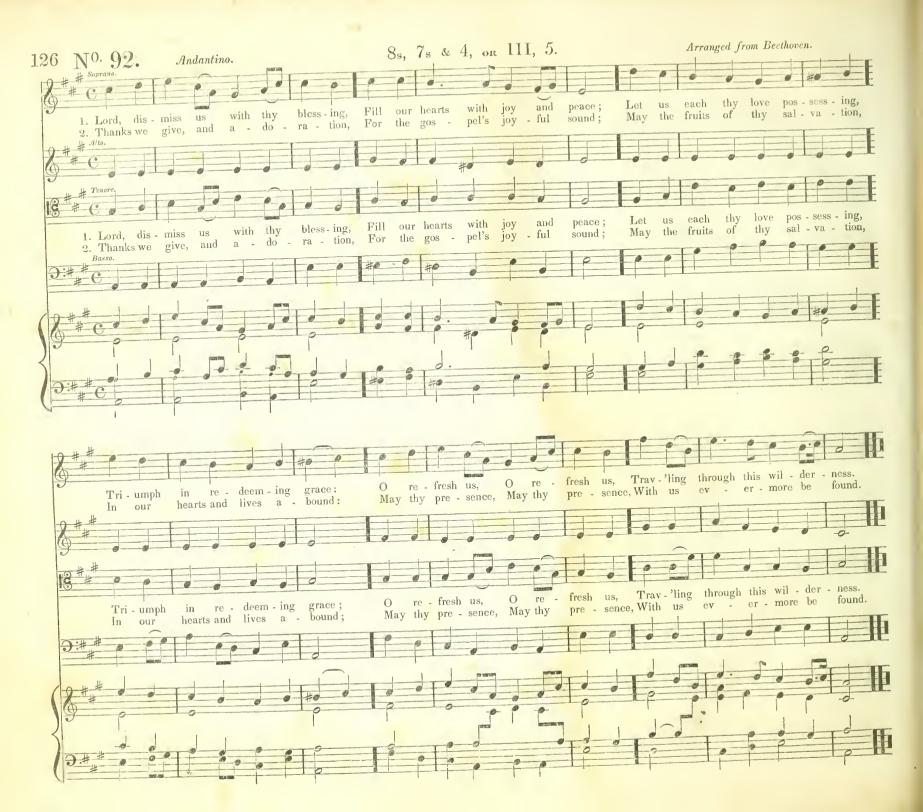
























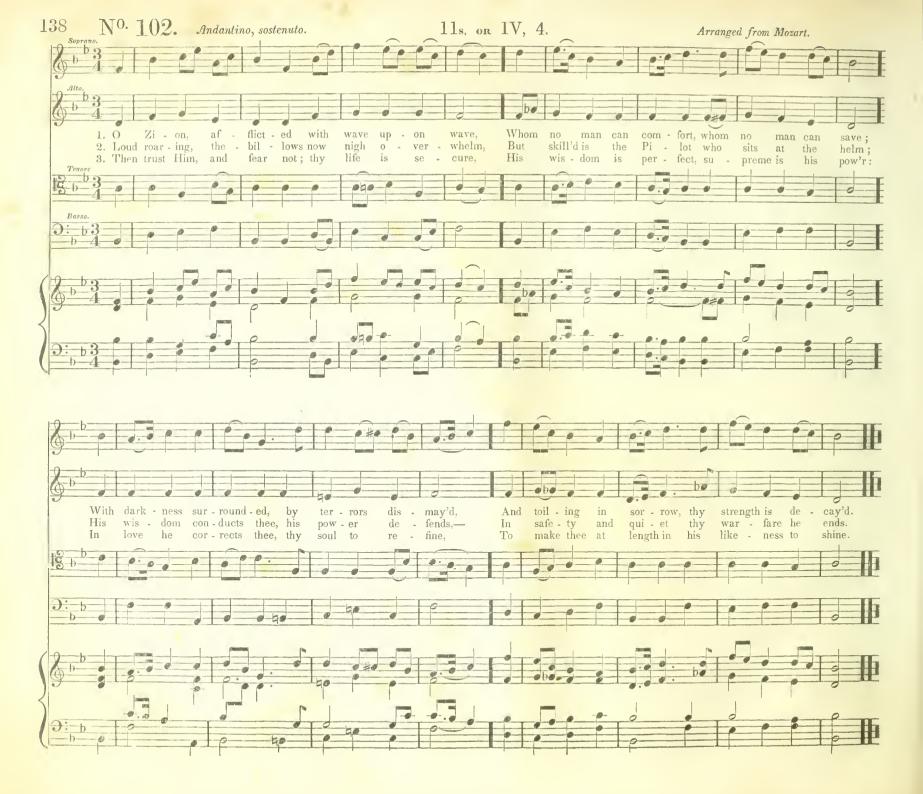


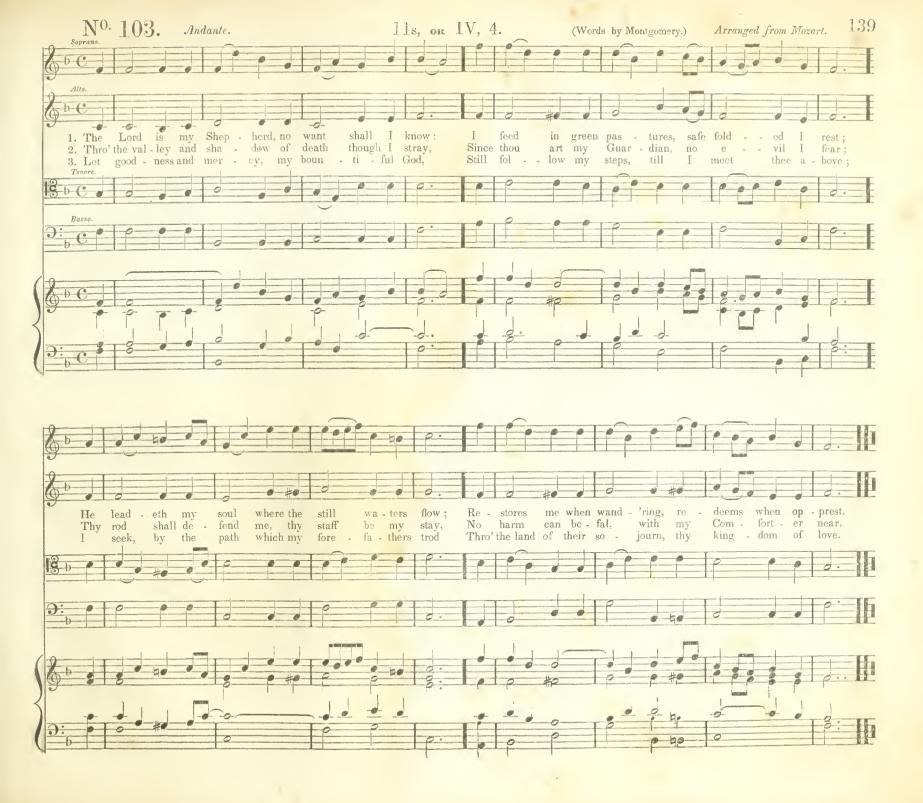
















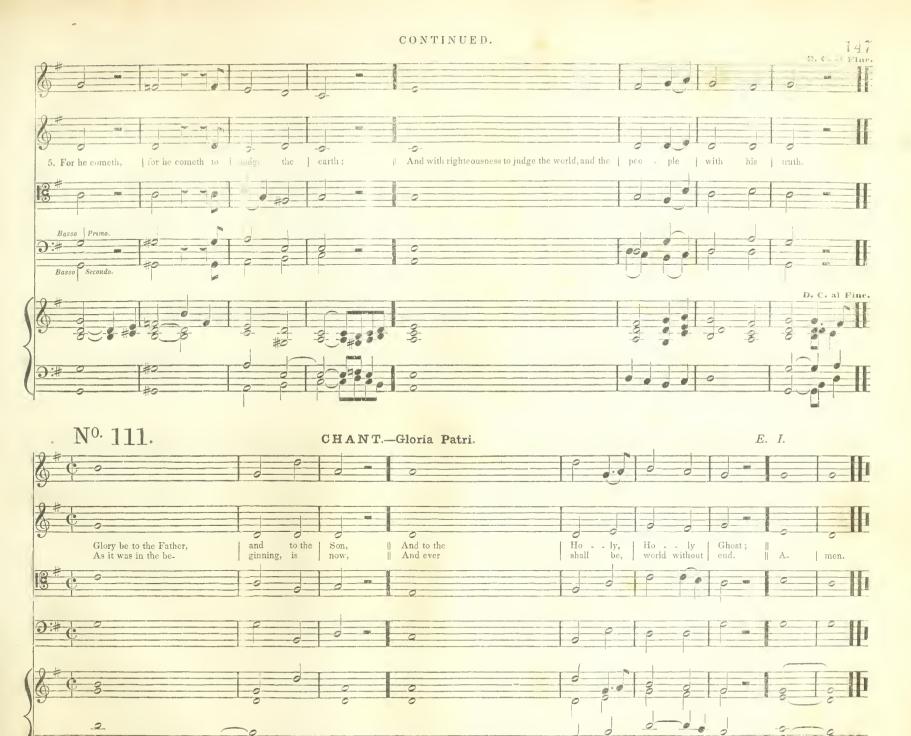










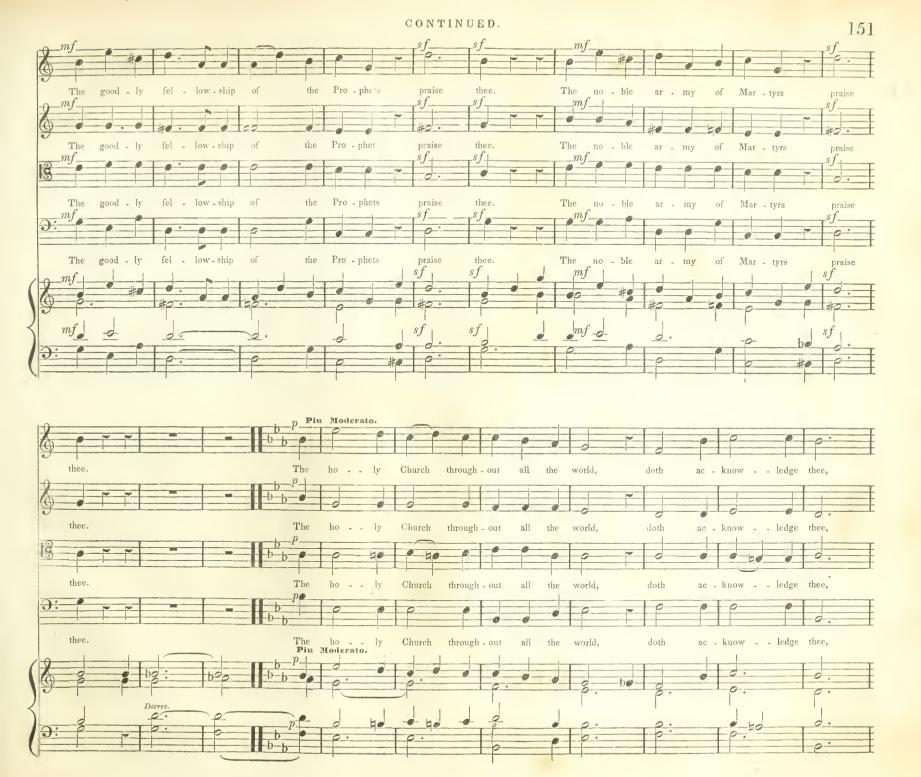














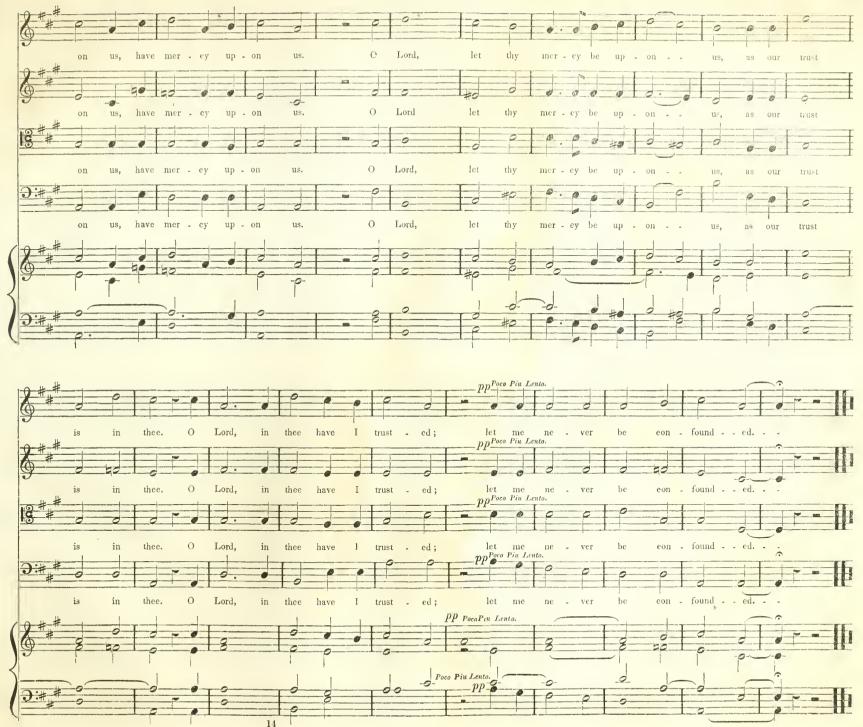


CONTINUED. 154 Vivace. Thou didst o - pen the king - dom of heaven Thou sit - test at the Thou - didst o - pen the king-dom of heaven Thou sit - test at the Thou didst o - pen the king - dom of heaven, heaven to all, to all the king - dom he . li v - ers Thou sit - test at the Vivace. Thou didst o - pen the king - dom, the king - dom of heaven to all, to all be - liev - ers. Thou sit - test at the p\_ Piu Moderato. right hand of God, in the glo - ry of the Fa - ther. We be-lieve that thou to be Judge. We there - fore pray thee, Piu Moderato. We there - fore n Piu Moderato. We be-lieve that thou shalt right hand of God. in the glo - ry of the Fa - ther. come our Judge. pray thee, right hand of God. in the glo - ry of the Fa - ther. We be-lieve that thou shalt We there . fore come our Piu Moderato. We be-lieve that thou shalt We there - forc right hand of God, in the glo - ry of the Fa - ther. pray thee, Judge. come our Piu Moderato. Piu Moderato. -0- 0.



156 CONTINUED



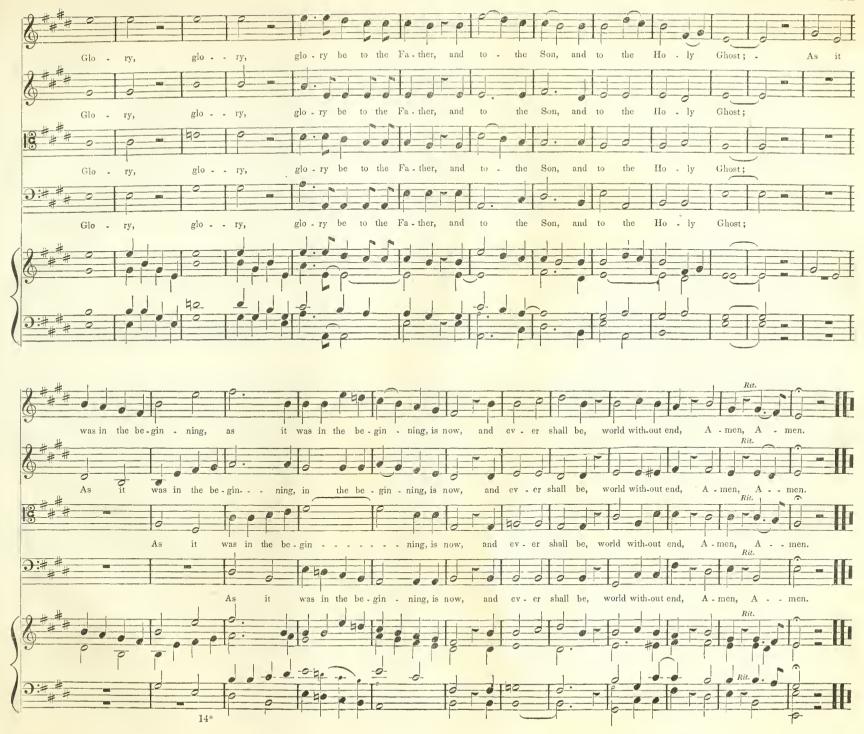




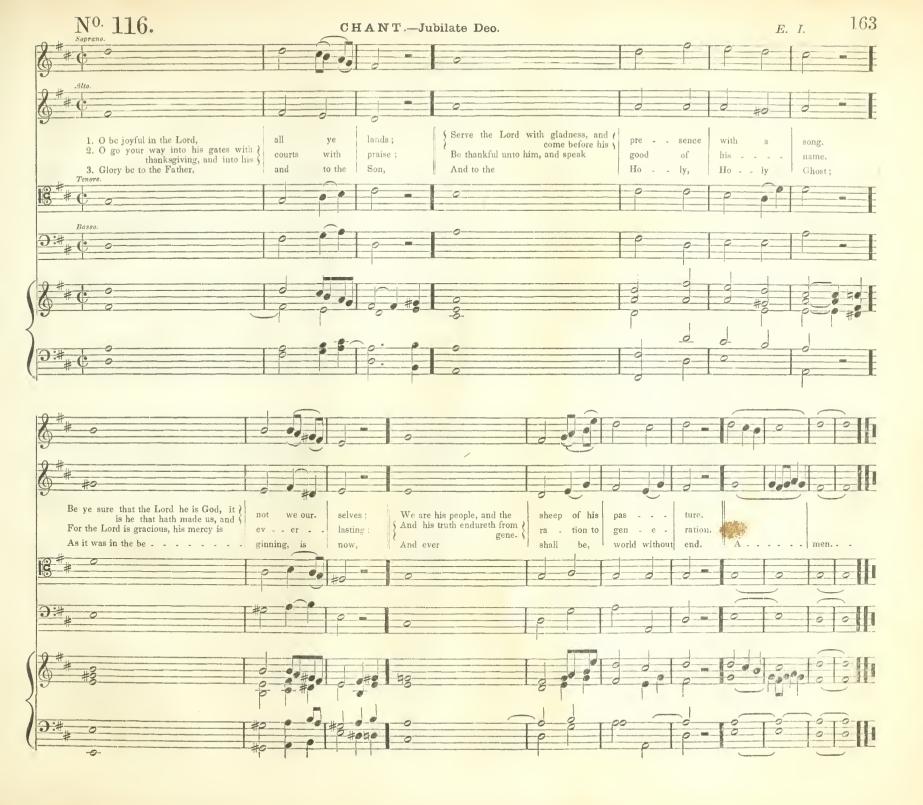


160 CONTINUED.











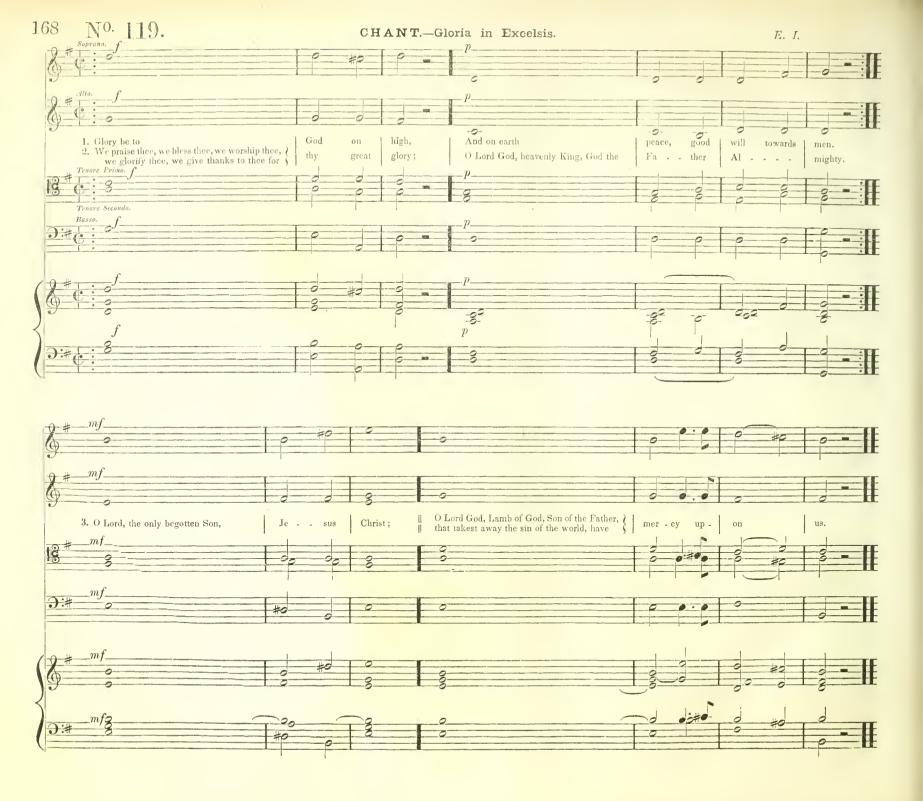


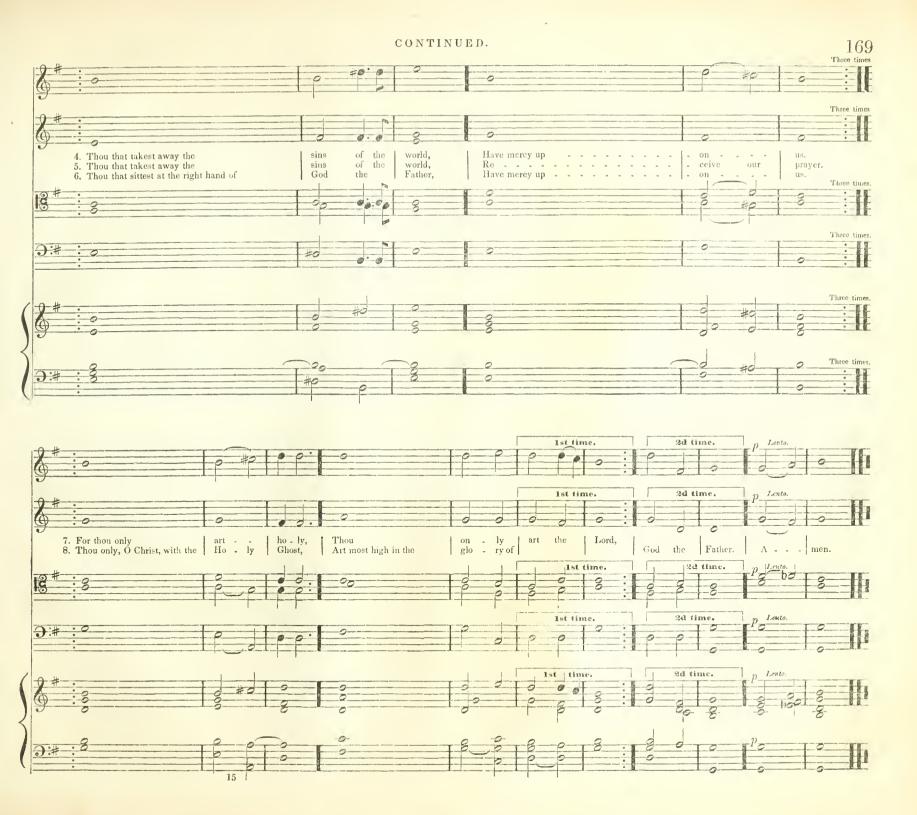
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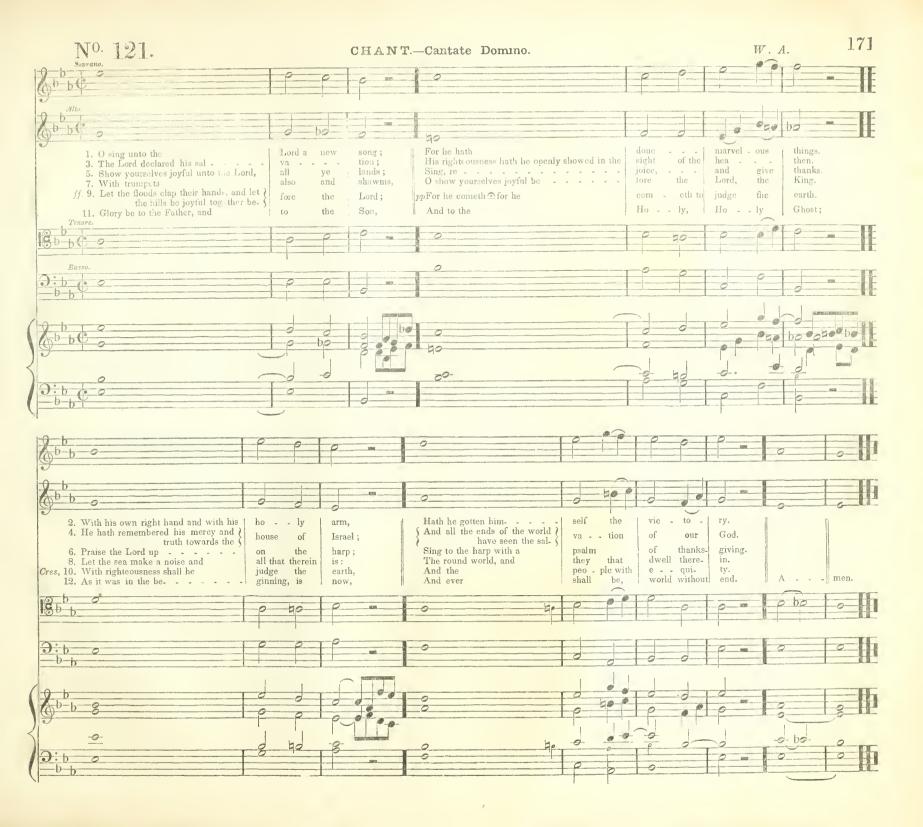






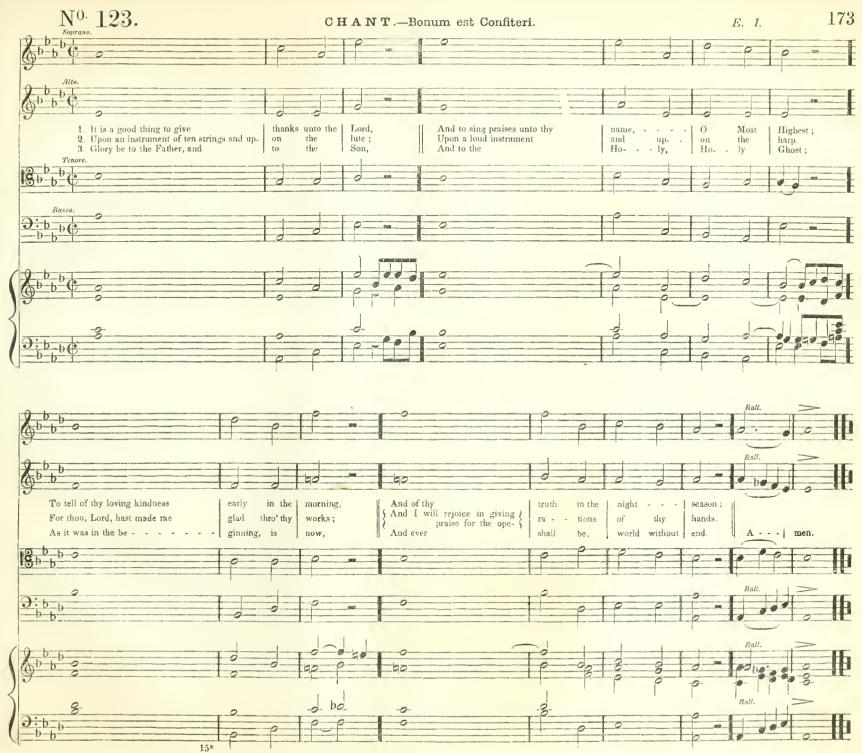


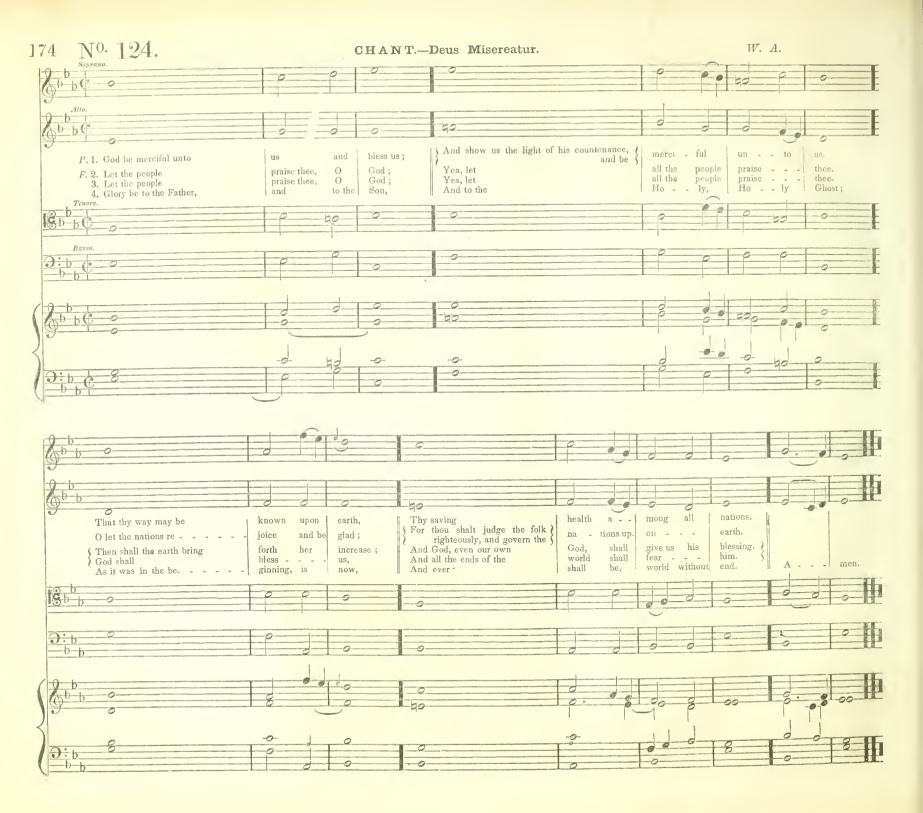


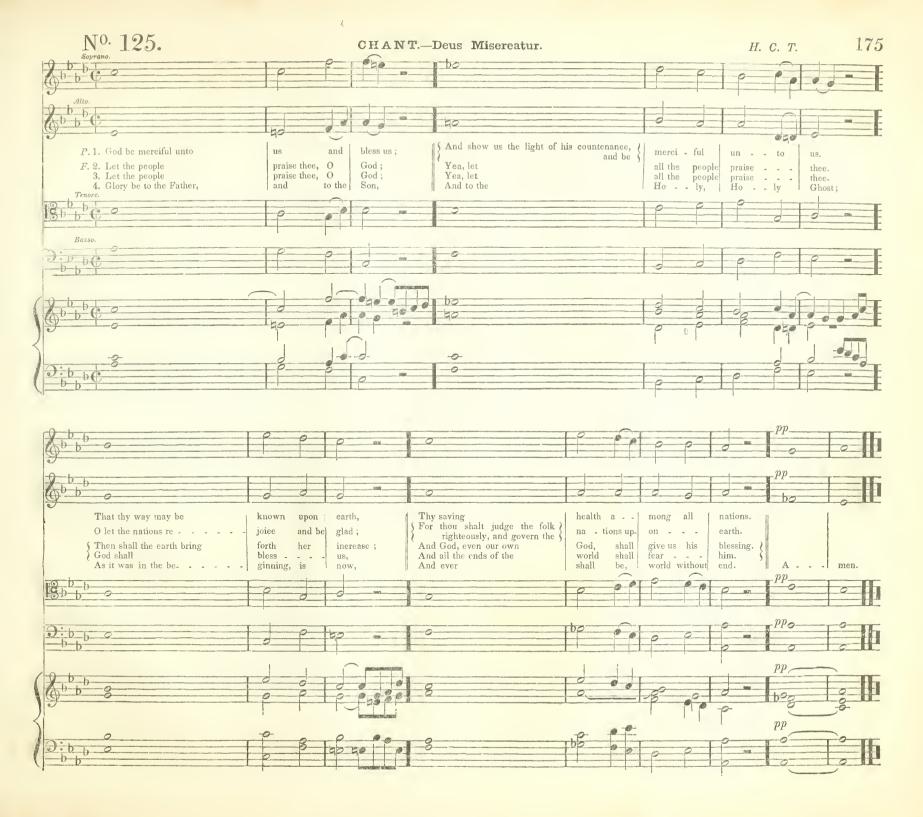




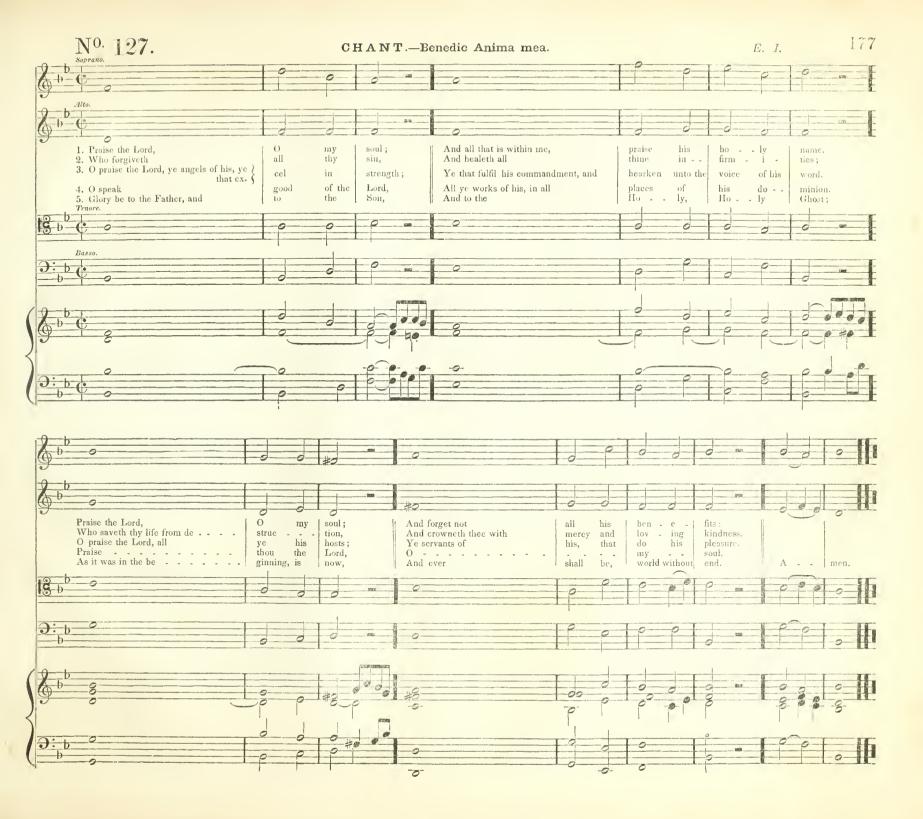




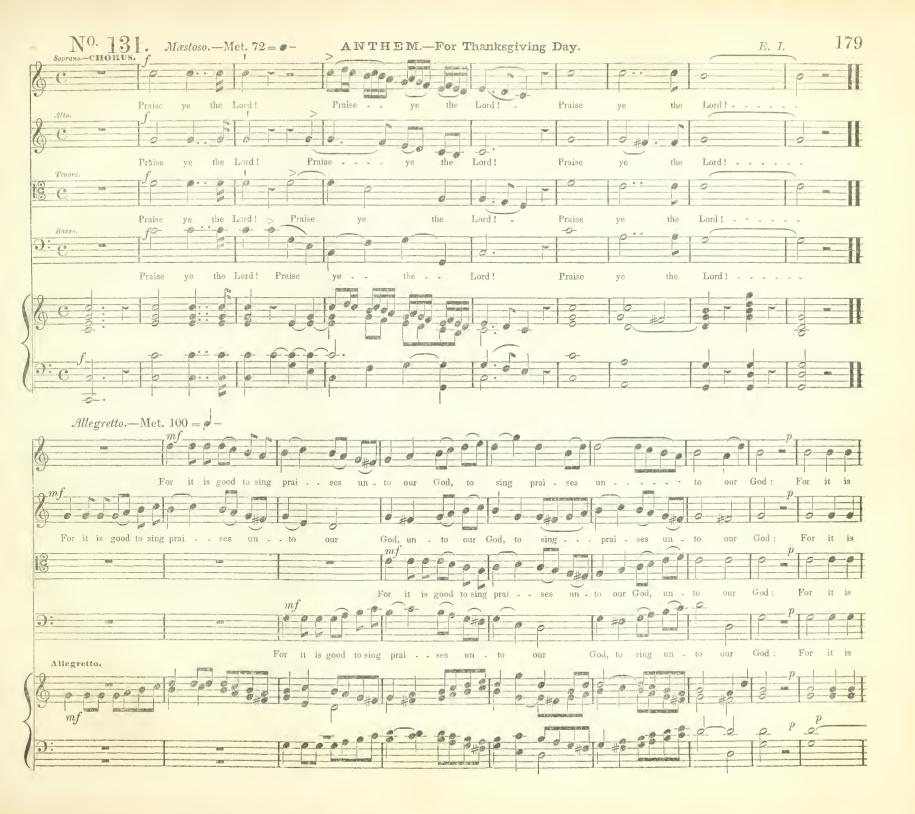












CONTINUED. 180 Solo, e Semi-Chorus. Allegretto.-Met. 100= -SOLO. Soprano. The Lord doth - build up

181



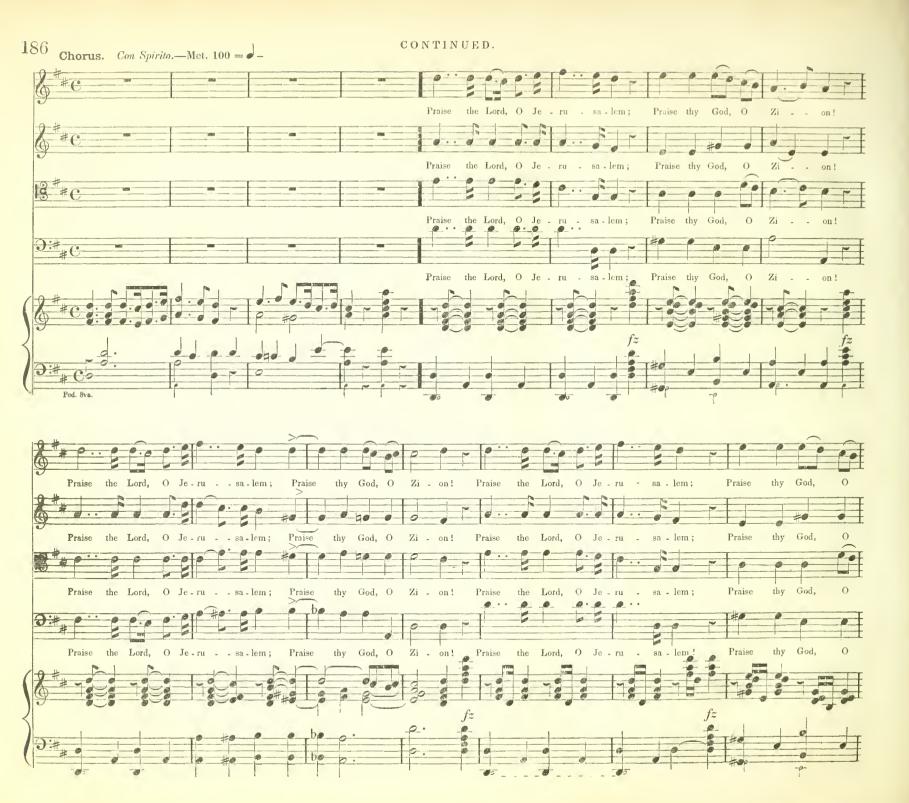


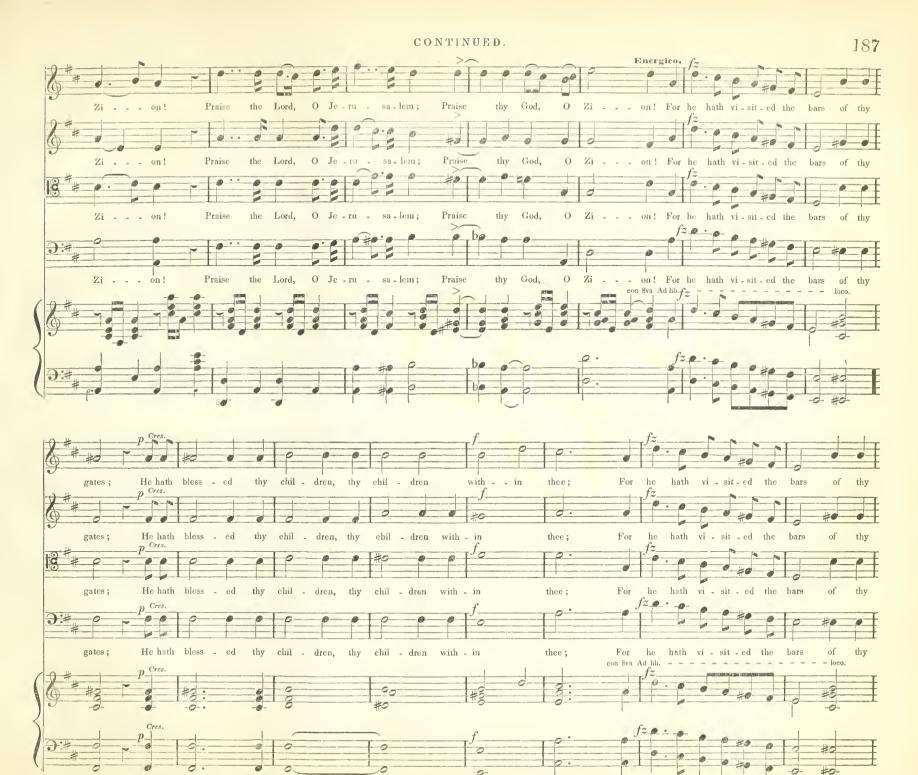




CONTINUED 185











190 CONTINUED.







## INDEX.

## REFERRING TO THE FIRST LINE OF EACH HYMN.

A charge to keep I have S. M.	8	f leave the world's fantastic joys L. C. M, or II, I 94 The living waters flow S. M. 89
Acquaint thee, O mortal, acquaint thee with God 11s, or IV, 4.	1.10	In sleep's screne oblivion laid L. M. 74 The Lord is my Shepherd no want shall I know IIs, or IV, 4. 139
Again the day returns of holy rest - 10s, or Il, 5.	127	Inspirer and hearer of prayer 8s, 8 h. or IV, 2. 116 The name of our God 5s & 6s, or IV, 1. 101
And must this body die? S. M.	29	ls this the kind return S. M. 35 There is a hope—a blessed hope C. M. 58
As every day thy mercy spares 6 lines, L. M.	81	I would not live alway
As panting in the sultry beam 6 li. L. M.		Jehovah reigns; let every nation hear 10s & 11s. 136 There is a star more mildly bright 8 li. C. M. 64
As pants the wearied hart for cooling springs 10s, or II, 5.		Joyous—joyous now, each heart's emotion 10s & 7s. 132 They who on the Lord rely 7s, or III, I 37
Awake, and sing the song S. M.		Let all the earth their voices raise . L. P. M., or II, 1. 96 Thou art gone to the grave, but we will not deplore thee 12s & 11s 143
Awake, my soul, stretch every nerve C. M.		Let me with light and truth be blessed L. M. 68 Thou, gracious God, art my defence C. M. 59
		Look down in mercy, Lord, and see L. M. 25 Thou, Lord, by strictest scarch hast known L. M. 77
20,000,000		Lord, before thy presence come
Blessed be thy name for ever 8s.		Lord, dismiss us with thy blessing . 8s, 7s & 4, or III, 5. 126 To bless thy chosen race 8 li. S. M. 91
Blest is the tie that binds S. M.		Lord of all, to thee we raise 7s, 8 li. or III, 1. 114 To Father, Son, and Holy Ghost, (Doxology) C. M. 67
Brightest and best of the sons of the morning 11s & 10s.		Lord, we come before thee now 7s, or III, 1. 27 To my complaint, O Lord, my God C. M
Bright shines the moon on the mountain's brow - 3 i. L. M.		Lord, we have wandered from thy way L. M. 69 Unfading hope! when life's last embers burn . 10s, or II, 5. 128
Cares and toils of earth forsaking - 8s & 7s, or III, 3.	I20	Lord, with glowing heart I'd praise thee 8s & 7s, 8li. or III, 3. 124 What snall I render to my God C. M. 56
Child of sin and serrow 6s & 4s.		Love divine, all love excelling . 8s & 7s, 8 li. or III, 3. 123 When all thy mercies, O, my God 8 li. C. M. 63
Children of the heavenly King 7s, or III, 1.	112	Must friends and kindred droop and die C. M. 60 When before thy throne we kneel, 7s, or III, 1
Come, blessed Spirit, source of light L. M.	73	My Father, let me hear thy voice C. M. 65 When blooming youth is snatched away C. M. 34
Come, gracious Spirit, heavenly Dove L. M.	70	My God, my King, thy various praise L. M. 72 When marshall'd on the nightly plain L. M. 23
Come, let us anew 5s & 12.	103	My God, permit me not to be L. M. 78 When on Sinai's top I see 78, or III, 1. 112
Come, thou Almighty King 6s & 4s.	104	My soul, repeat his praise S. M. 90 When overwhelmed with grief S. M. 26
Come to Calv'ry's holy mountain - 8s & 7s, or III, 3.	119	No, I'k repine at death no more L. M. 76 When the vale of death appears 78 & 4. 106
Come, ye that love the Lord S. M.		Now begin the heavenly theme 7s, or III, I. 31 When through the torn sail the wild tempest is stream-
Come, ye weary souls, oppressed 7s, or III, 1.		
Dark brood the heavens o'er thee - 7s, 6s & 8s.		
·		O bless the Lord, my soul S. M. 87 When we our weary limbs to rest 8 li. L. M. 83
Ere I sleep, for every favor 8s, 6s & 3s.		O Jesus Divine
Father, we worship thee, 'throned in thy glory . P. M.		O Lord! our Heavenly King S. M. 26 Who is this that comes from Edom 8s & 7s, 6 li. or III, 4. 121
Forth from the dark and stormy sky 6 li. L. M.		Once more before we part 6s. 111 Who place on Sion's God their trust C. M. 60
Friend after friend departs S. L. M.		Once, O Lord, thy garden flourished . 8s & 7s, or III, 3. 120 With cheerful notes let all the earth C. M. 32,61
From all that dwell below the skies L. M.	68	On thy Church, O, Power divine! 7s, or HI, 2. 27
From every earthly pleasure 7s & 6s, or II, 6.	108	O praise ye the Lord 5s & 6s, or IV, 1. 100 ANTHEMS AND CHANTS.
From Greenland's icy mountains 7s & 6s, or II, 6.	107	O, that our thoughts and thanks may rise L. M. 76 Blessed be the Lord God of Israel Mozort. 164
God in mercy's ways rejoices . 8s & 7s, 8 li. or III, 3.	125	O Thou, who hear'st when sinners cry L. M. 32,71 Do. Do Bertini. 167
God, my King, thy might confessing . 8s & 7s, or III, 3.	119	O Thou, whose all pervading might
God of all creation 6s.	33	O Thou, whose sceptre earth and seas obey 10s, 6 li. or II, 5. 131 Glory be to God on high,
God of the seas! thine awful voice L. M.	71	Our Father, we thank thee for sleep 8s, 10s & 11s. 118 Gloria Patri's
God, who claims from land and ocean 8s.		Our gracious Redeemer we love 8s, or IV, 2. 117 God be merciful unto us, and bless us, W. A. 174
Grace! 'tis a charming sound S. M.		O Zion, afflicted with wave upon wave
Great God! with wonder and with praise C. M.	58	O Zion! lift thy raptured eye L. M. 23 It is a good thing to give thanks, W. A. 172
Guide me, O thou great Jehovah . 8s, 7s & 4, 8 li. or III, 4.		O Zion, tune thy voice
Happy the men, whom strength divine L. M.		Praise to Cod, immortal praise 7s, 6 li. or III, 2. 113 My God, my God, (Chant for Good Friday) . E. I. 191
Hear, gracious God, my humble moan . 8 li. C. M.		Risc! crowned with light, imperial Salem, rise! 10s, or II, 5. 130 O come, let us sing unto the Lord,
Heav'n is the land where troubles ccase . C. L. M.		
Heaven is the land where troubles ecase C. L. M.  He dies—the friend of sinners dies L. M.		
He who bath made his refuge, God L. M.		Short the Good Managery String 1
How long wilt thou forget me, Lord? C. M.		Since all the varying seenes of time C. M. 56 Do. Do
How pleasant 'tis to see S. P. M.		Since I've known a Saviour's name 7s & 6s. 110 O sing unto the Lord,
How rich thy gifts, Almighty King! . L. P. M., or II, 1.		Soft be the gently breathing notes 8 li. L. M. 85 Do. Do
How short the race our friend has run C. M.		Sovereign ruler of the skies 7s, or III, I. 29 Praise the Lord, O my soul, H. C. T. 176
How smiling wakes the verdant year C. M.		Sweet is the scene when Christians die L. M. 79 Do
How sweet to leave the world awhile L. M.		Sweet is the task, O Lord S. M. 89 Praise ye the Lord,
How vain are all things here below C. M.	57	The cold wind strips the yellow leaf P. M. 36 We praise thee, O God, W. A. 149

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JAN 9 1941

